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ABSTRACT

The purpose of this project was to develop, administer, and evaluate an inservice education program designed to provide entrepreneurial competencies for owner-managers of newly formed small business firms. The project objectives included the following: (1) identify the core-crucial managerial-entrepreneurial competencies needed by the owner-managers; (2) prepare a series of competency-based individualized instructional modules; and (3) recruit and enroll a minimum of twenty-five owner-managers of newly formed business firms in a program of study which featured an individualized format. A review of the literature was undertaken to identify the reasons for failure of small business firms, determine needed owner-manager competencies, and determine the content for a training program. From the literature review a final list of twenty-four competencies was developed. From the list, twelve instructional modules were written featuring audio cassettes and materials published by the Small Business Administration. A training program for twenty-seven owner-managers was conducted using the modules and monitored by a teacher-counselor trained for this purpose. Evaluation of the project included an assessment by teacher-counselors, owner-managers, and a third-party evaluator. Based upon the findings of the study, it was concluded that the self-paced study was an acceptable approach to the development of competencies needed for the successful operation of small businesses. (JH)

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ED164779

FINAL REPORT

Project No. 498AH60108
Grant No. G007603754

DEVELOPING COMPETENCY-BASED INDIVIDUALIZED INSTRUCTIONAL MODULES FOR OWNER-MANAGERS OF SMALL BUSINESS FIRMS

Developed By
Distributive Education Program Area
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 017 858

PREFACE

The report of the project, "Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms," is presented in two parts -- this final report plus the instructional package consisting of 12 modules and 6 audio cassettes.

This final report includes the (1) goals and objectives of the project; (2) procedures followed in identifying the core-crucial managerial-entrepreneurial competencies, developing instructional materials, and recruiting teacher-counselors and small business owner-managers; (3) third party evaluation; and (4) summary, conclusions, and recommendations. Included in the appendix are a selected bibliography, sample correspondences, and other materials utilized in the achievement of the goals of this project.

ACKNOWLEDGEMENTS

Many individuals have contributed to the completion of this project. For major contributions, sincere appreciation is expressed to:

*Wilburn W. Buran, Jr. and A. Bush Enos of the Virginia Small Business Administration for their advice on procedural matters and for cooperation in helping to identify potential small business candidates.

*The Distributive Education teacher-coordinators who served as teacher-counselors and who contributed greatly to the accomplishment of the objectives of this project.

*The small business owner-managers for their time and effort in completing the instructional program.

*Members of the advisory committee, who gave valuable direction to the project staff in the development of the instructional modules:

- Dr. Vittorio A. Bonomo
- Dr. Bruce Prouty
- I. W. (Ike) Baughman
- Dr. Roger Ditzenberger
- Heth Thomas

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*Nita Snipes, who so ably gathered evaluative data from the small business owner-managers.

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TABLE OF CONTENTS

		PAGE
PREFACE		i
ACKNOWLEDGMENTS		ii
LIST OF TABLES		v
CHAPTER		
I.	INTRODUCTION	1
	The Problem	1
	Background of the Problem	1
	Literature Review	2
	Objectives	4
	Outline of the Final Report	5
II.	INSTRUCTIONAL MODULE DEVELOPMENT	6
	Competency Identification	6
	Preparation of Individualized Instructional Modules	9
	Testing and Evaluation of Instructional Modules	11
	Summary	12
III.	PROCEDURES	
	Selection and Training of Teacher-Counselors	13
	Recruitment and Enrollment of Owner-Managers	14
	Administration of Individualized Study Program	16
	Evaluation	16
	Summary	17
IV.	THIRD PARTY EVALUATION REPORT	18
	Evaluation Objectives	18
	Methods Used	19
	Sample	19
	Data Collection Instruments	19
	Data Collection	19
	Data Analysis	20
	Findings	20
	Use of Modules and Confidence in Ability to Apply Competencies	21
	Summary Evaluation	38
	Preferred learning approach	38
	Most appropriate group for the program	39

TABLE OF CONTENTS PAGE

Number of Teacher-Counselor Visits 40
Helpfulness of Teacher-Counselor Visits 40
"Depth" of Modules 41
Module Evaluation by Owner-Managers 43
Module Evaluation by Teacher-Counselors 45
Conclusions 47
Recommendations 48

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 51

The Problem 51
The Procedures 51
Conclusions 53
Recommendations 54

Appendix A - Selected Bibliography 58

Appendix B - Introduction to Self-Study Instructional Program 60

Appendix C - Instructional Module Evaluation Form 71

Appendix D - Memorandum to State and Local D. E. Supervisors 72

Appendix E - Correspondence to Teacher-Coordinators 74
Listing of Teacher-Counselors In Success for Small Business Program 75
Your Role as a Teacher-Counselor 77

Appendix F - Correspondence to Banks 78

Appendix G - Brochure Describing Self-Study Instructional Program 79

Appendix H - Press Release 80

Appendix I - Application Form 81

Appendix J - Correspondence to Owner-Managers 82
List of Enrollees in Success for Small Business Programs 83

Appendix K - Vita of Third Party Evaluator 85

Appendix L - Owner-Manager Interview Form 93

Appendix M - Module Evaluation Form 101

Appendix N - Teacher-Counselor Module Evaluation Form 102

LIST OF TABLES

TABLE		PAGE
I.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Success in Small Business: Luck or Pluck?	22
II.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Determining Capital Needs	24
III.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Estimating Your Business Potential . . .	25
IV.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Creating an Effective Business Image . .	26
V.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Developing Your Sales Promotion Plan . .	28
VI.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Developing Ads that Produce Results . .	29
VII.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Improving Profits through Effective Management	30
VIII.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Improving Employee Selection, Training and Supervision	32
IX.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Merchandising: The Key to Greater Profits	33
X.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Business Records: Good Medicine Tastes Bad	35
XI.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Assessing the Health of Your Business	36

LIST OF TABLES

		PAGE
XII.	Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation - Protection for You and Your Business	37
XIII.	Preferred Learning Approach (n=21)	39
IVX.	Most Appropriate Group for the Program (n=21) . . .	39
XV.	Helpfulness of Teacher-Counselor Visits (n=21) . . .	41
XVI.	"Depth" of Modules (n=21).	42

CHAPTER I

INTRODUCTION

The need for an individualized program of study for owner-managers of small business enterprises designed to develop managerial-entrepreneurial competencies prompted this study.

The Problem

The problem was to develop, administer, and evaluate an inservice education program designed to provide entrepreneurial competencies for owner-managers of newly-formed small business firms.

Background of the Problem

The American business community is characterized by many large corporations. Because of the greater visibility of the larger business enterprise, there has been a tendency to overestimate its importance; while at the same time, underestimating the contribution of less conspicuous small firms.

Small business owner-managers in America should be viewed as a social and economic asset. They contribute to a higher standard of living by performing many tasks more efficiently than big businesses are able to do. In addition, the existence of many small business firms within an industry helps maintain competition and thus keeps prices down. Furthermore, small business operation often offers a means of self-employment for older persons, physically handicapped persons, and minority groups who find it difficult to obtain gainful employment elsewhere.

Despite the greater visibility of large firms, small businesses are a viable force in the American business community. Of the 9.8 million firms in the United States, more than 78 percent are sole proprietorships and an additional 8 percent are partnerships. Most of these businesses are classified as small. In 1975, small business enterprises accounted for 44 percent of the Gross National Product and provided employment for 56 percent of the American work force.[1] Moreover, the lure of financial success and the desire for the independence of working for oneself motivates approximately 400,000 persons to form new business enterprises each year.

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[1]SBA Facts (Washington,D.C.; Small Business Administration, 1975, p. 1.)

Although entrepreneurship is still very much a part of the American dream, the failure rate among newly-created enterprises is extremely high. According to Dun and Bradstreet reports, 35 percent of all businesses fail within three years, 55 percent within five years, and 80 percent within ten years. Authorities in the field of finance recognize that this high failure rate is largely the result of poor management.

A recent report published by the Office of Minority Business Enterprise noted the importance of providing new small business owner-managers with managerial-enterpreneurial skills:

> The concept of technical assistance (for small business owners) must be expanded to have a long range and important impact, technical assistance must be viewed as an educational and training method . . . . In this manner, a degree of management self-sufficiency will be developed, and recurring problems will emerge less frequently.[2]

Traditionally, the small business owner-manager has been reluctant to attend adult courses or seminars which are designed to develop managerial competencies. Typically, these classes feature large group teaching methods and do not gear instruction to the specific needs of individual entrepreneurs.

In the State of Virginia, the Distributive Education Service, working jointly with the Small Business Administration, provides periodic seminars throughout the state for persons who desire to examine the requirements for small business ownership. However, no formal, ongoing program of study is available for persons who actually start a new business. A competency-based approach, featuring individualized instructional modules, was selected to give the owner-manager the opportunity to experience the pride of obtaining management skills through individual study.

Literature Review

A review of the literature examined studies related to the status of entrepreneurship in America, the reasons for failure of small business firms, the competencies needed by owner-managers of small marketing firms, and the content included in federally-sponsored and commerical publications designed to develop appropriate competencies for entrepreneurs. Among the various reports, research studies, books and articles related to the objectives of this study, the following were found to be particularly helpful:

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[2] Report of the Task Force on Education and Training for Minority Business Enterprise, U. S. Department of Commerce, Office of Minority Business Enterprise, 1974, p. 139.

Broom, H. N. and Justin G. Longenecker. Small Business Management. Southwestern Publishing Co., Cinncinati, OH, 1975. A textbook containing sections dealing with the environment of small business, managerial functions and practices in small business, problems of starting a new business, financial and administrative controls, and legal and governmental controls in small business.

Crawford, Lucy C. A Competency Pattern Approach to Curriculum Construction in Distribution Education. Volumes I through IV, Virginia Polytechnic Institute and State University, 1967. (Funded under U.S.O.E. Grant Number OE-6-85-044). A comprehensive research study focusing on the competencies needed by entry- and career-level persons employed in distributive occupations in seven industrial areas.

Deeks, John. The Small Firm Owner-Manager: Entrepreneurial Behavior and Management Practices. Praeger Publishers, Washington, D.C., 1976. A descriptive study of owner-managers in which Britain focuses on entrepreneurial skills, techniques, and training.

Del Green Associates. Foster City, CA. Bases for Curriculum Decisions for Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level. (Funded under U.S.O.E. Contract Number OEC-0-74-7536) A post-secondary curriculum in small business management designed to meet the needs of minorities who aspire to become owners or managers of their own business enterprise.

Jeanneau, Joseph A., et. al. Small Business Management, Volumes I through IV. Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan, Canada. A comprehensive small business management course designed to prepare people of Indian ancestry for jobs as owner-managers of their own businesses and for management positions with businesses owned by bands, co-operatives, and others.

Kierulff, Herbert E. "Can Entrepreneurs Be Developed?" MSU Business Topics, Winter, 1975, p. 39-44. An article describing ways in which entrepreneurial characteristics can be developed.

Land, Norman R. "Too Much Emphasis on Management Assistance," Journal of Small Business Management, July, 1977, p. 1-5. An article summarizing the deficiencies in the present concept of management assistance which substantially reduces its effectiveness.

Mayer, Kurt and Sidney Goldstein. The First Two Years: Problems of Small Firm Growth and Survival, Small Business Administration, Washington, D.C., 1961. A longitudinal study illuminating factors which influence the success and failure of small business enterprises.

Persons, Edgar and Gordon I. Swanson. Small Business Management, Volumes I through IV, University of Minnesota, 1976. (Funded under U.S.O.E. Grant Number OEC-0-74-9030).
A small business management training curriculum for adults based on existing farm business management courses in Minnesota.

Pickle, Hal B. Personality and Success: An Evaluation of Successful Small Business Managers. Small Business Administration, Washington, D.C., 1964.
A research study and evaluation focusing on personal characteristics of successful small businbss managers.

Schabacker, Joseph (ed). Strengthening Small Business Management. Small Business Administration, Washington, D.C., 1971.
A practical book, based on the speeches and published articles of L. T. White, on the issues of management, small business, and self-development.

The Athena Corporation. Bethesda, MD. Minding Your Own Small Business, (Funded under U.S.O.E. Contract Number OEC-0-74-9030).
A small business ownership and management training curriculum for high school students. Included in the curriculum are two business simulation games.

The Business Failure Record Through 1974. Dun and Bradstreet, New York, 1974.
A summary of statistics on small business failures through 1974. Small business failures are categorized by size of liability, by wholesale and retail lines, by age of business, and by underlying and apparent causes.

Objectives

The purpose of this project was to develop, administer, and evaluate a series of individualized instructional modules designed to develop managerial entrepreneurial competencies. Instructional modules were delivered to business persons on a one-to-one basis as they were enrolled in the program. Each module was designed to meet the educational needs of the individual participant. Specifically, the objectives of the project were to:

1. Identify the core-crucial managerial-entrepreneurial competencies which are needed by the owner-managers of a small retail, wholesale, or service business.

2. Prepare a series of individualized instructional modules designed to develop the identified competencies.

3. Recruit and train teacher-counselors to assist owner-managers of small businesses with completion of the instructional modules.

4. Recruit and enroll a minimum of 25 owner-managers (geographically dispersed, social-economic status varied, equal opportunity guaranteed) of newly-formed business firms in a program of study which features an individualized instructional format.

5. Conduct an evaluation to assess the degree to which the instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses.

Outline of the Final Report

The purpose of this project was to develop, administer, and evaluate a series of individualized instructional modules designed to develop managerial-entrepreneurial competencies. The remaining chapters in this final report describe the procedures which were employed to carry out the project's purpose.

Chapter II describes the procedures used in (1) identifying and verifying the core-crucial managerial enterpreneurial competencies, (2) preparing the individualized instructional modules, and (3) testing and evaluation of the instructional modules.

Chapter III covers the selection and description of field test localities as well as describing the procedures employed in the (1) recruitment and enrollment of owner-managers, (2) selection and training of teacher-counselors, and (3) administration of the individualized study program. In addition, the chapter also provides a description of the final report evaluation plan.

Chapter IV represents the final project evaluation as conducted by a third party evaluator. The summary, conclusions, and recommendations are included in Chapter V.

CHAPTER II

INSTRUCTIONAL MODULE DEVELOPMENT

The first objective of the project was to identify the core-crucial competencies needed to successfully and profitably manage a small retail, wholesale, or service firm. A core-crucial competency was defined as an attitude, knowledge, or skill found to be of critical importance to owner-managers of small marketing firms. It was felt that if owner-managers did not possess these core-crucial competencies, their chances of failure were greatly enhanced.

Competency Identification

The following steps were taken to identify these core-crucial competencies:

1. Reports published by the Small Business Administration and Dun and Bradstreet regarding the reasons for failure of small business firms were reviewed. Additionally, a thorough review of the literature devoted to the status of entrepreneurship in America was undertaken by the project staff. The primary purpose of the review was to identify reasons why small businesses fail. Finally, the project staff conducted a review of the literature to determine the competencies needed by owner-managers of small marketing firms. This review focused on the identification of those core-crucial competencies which, if possessed by owner-managers of new small businesses, could lessen the possibility of failure of such businesses. The bibliography of references used in step one is in Appendix A.

2. From the literature review, the project staff compiled a tentative list of core-crucial competencies necessary for successful management of small marketing firms. This tentative list consisted of 42 competencies. On September 20, 1976, a copy of the tentative list of core-crucial competencies was mailed to each member of the advisory committee for review. The advisory committee was made up of the following persons:

- Roger Ditzenberger, Distributive Education teacher educator, experiences in the development of competency-based instructional programs.

- I. W. Baughman, Assistant State Supervisor of Distributive Education, responsible for supervising adult education services for retail, wholesale, and service personnel.

- Bruce Prouty, Certified Public Accountant, who provides professional services to small business owners.

- Heth Thomas, Assistant Vice-President, First National Exchange Bank of Montgomery County, specialist in providing financial counseling to small business owners.

- Vittorio A. Bonomo, owner-manager of Back Street, a small business firm.

On October 1, 1976, the project staff convened a meeting of the advisory committee on the VPI&SU campus in Blacksburg, Virginia, for the purpose of validating the list of core-crucial competencies necessary for successful management of small marketing firms. The meeting featured an audio-visual format which was used by the project staff to explain the purpose of the project and to describe the procedures employed in developing the tentative core-crucial competency list. Following the presentation, advisory committee members were then asked to determine if in fact and in their opinion the competencies as drawn from the literature were the most crucial for the success of small businesses. Each core-crucial competency was evaluated by the committee to determine if it was essential for the successful operation of a small business.

3. The tentative competency list as presented to the advisory committee was then revised in accordance with their recommendations. The following is the revised list of 24 core-crucial competencies from which instructional modules were developed:

1. Evaluate your chances of success based upon your personality and knowledge of good business practices.

2. Determine your commitment to small business success.

3. Identify factors which must be considered when you begin the search for additional funds.

4. Identify the sources of additional funds.

5. Identify potential customers who are most likely to purchase your goods and services.

6. Estimate the volume of goods and services you can expect to sell.

7. Identify the key factors which contribute to formation of a business image.

8. Assess your current image and determine if it communicates the appropriate impression to the public.

9. Describe the role of advertising, display, and personal selling in a sales promotion plan.

10. Develop an effective sales promotion plan which incorporates advertising, display, and personal selling.

11. Identify three guidelines which should be considered when you invest money in advertising.

12. Identify the five basic elements of a printed advertisement.

13. Identify four guidelines which should be considered in the development of radio and television commercials.

14. Apply planning and organizing skills in the operation of your business.

15. Implement effective time management practices.

16. Describe the three-step approach to selecting effective employees.

17. Describe two of the most important characteristics possessed by successful supervisors.

18. Identify the elements of a balanced merchandise plan.

19. Implement a workable plan designed to meet the needs of your business.

20. Identify the records required for business operations.

21. Describe the important uses of business records.

22. Assess the financial condition of your business.

23. Determine when to seek professional advice from an attorney or insurance agent.

24. Identify insurance coverage essential to the operation of a small business.

4. The 24 competencies were divided into 12 categories. Each category included closely related competencies. These competencies became the basis for development of the individualized instructional modules. The module titles follow:

1. Success in Small Business: Luck or Pluck?
2. Determining Capital Needs
3. Estimating Your Business Potential
4. Creating An Effective Business Image
5. Developing Your Sales Promotion Plan

6. Developing Ads That Produce Results
7. Improving Profits Through Effective Management
8. Improving Employee Selection Training and Supervision
9. Merchandising: The Key to Greater Profits
10. Business Records: Good Medicine Tastes Bad
11. Assessing the Health of Your Business
12. Protection For You and Your Business

Preparation of Individualized Instructional Modules

Research conducted at the University of Wisconsin identified several characteristics of expanding small business firms. Growing firms were compared with non-growers in five cities. This study found that managers associated with growing firms averaged fewer years of formal education than non-growers, but spent more time studying.[3]

Traditionally, the small business owner-manager has been reluctant to attend adult courses or seminars which are designed to develop managerial competencies. Typically, these classes feature large group teaching methods and do not gear instruction to the specific needs of individual entrepreneurs. However, small business owner-managers generally do want to improve their management practices and are willing to read and study. Thus, it was felt a self-study approach could be beneficial.

To facilitate instructional module development by the project staff, the following guidelines were established.

1. Each instructional module featured six elements:

   a. cover page
   b. audio tape
   c. printed material (this material was designed to develop concepts introduced by the audio tapes)
   d. learning activities
   e. preferred reading list
   f. preferred reference material (Small Business Administration aids and selected Dun and Bradstreet publications.)

2. The cover page featured three items:

   a. title of the module
   b. purpose of the module
   c. competencies for which instruction is provided in the module

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[3]Joseph C. Schabacker, Strengthening Small Business Management, Washington, D.C., U. S. Government Printing Office, 1971, p. 5.

3. The primary purpose of the audio tape was to increase awareness of important business practices and to increase the adult learner's motivation to complete the printed portion of the module. The maximum length of each tape was 10 minutes. Each tape featured a dialog between two or more persons. In addition, a narrator was used to introduce the dialog between the two or more persons and then summarize major principles or guidelines.

4. The printed material provided a more in-depth examination of business practices introduced via the audio tape. The material was designed to be visually interesting and uncluttered in appearance. Those who prepared the modules drew heavily from the Small Business Administration materials developed to aid small business owners. In addition, the following esthetic guidelines were followed.

   a. Maximum use of white space on each page was a priority.
   b. An illustration was featured on 75 percent or more of the pages. The illustrations included charts, graphs, cartoons, and line drawings.
   c. The color of paper used through the module was varied in order to facilitate study:
      White (cover page)
      Buff (printed materials)
      Green (learning activities)
      Goldenrod (preferred references)

5. Learning activities followed the printed material. Each learning activity was designed as a self-contained item with clearly-written instructions.

6. Each module was designed to have universal application for owner-managers of small retail, wholesale, and service firms.

7. The use of technical terms was avoided, unless they could be carefully defined. Esoteric terms or phrases which the audience might find difficult to understand were avoided.

8. The entire module was designed to meet the needs of an audience who had no previous business training or experience.

The project staff used the above guidelines in the development of the instructional modules. Each instructional module features an audio-tutorial format which simplifies self-paced instruction. Audio cassettes, supported by printed materials and learning activities,

are incorporated into each module. Resource materials published by the Small Business Administration and Dun and Bradstreet are also a part of each module. Each set of instructional materials, including cassettes is packaged in one-three ring binder. To introduce the program and as part of the instructional package, the following materials are also included:

1. A general introduction to the self-study instructional program.
2. A detailed explanation of the module format.
3. A description of the role of the teacher-counselor.
4. A "Blueprint for Success" designed to help owner-managers examine management priorities in a systematic manner.
5. A bibliography of references corresponding to each module title in the instructional package. (Refer to Appendix B for copies of these materials.)

The unique design of the instructional format provided the owner-managers who participated in this project with the opportunity to develop managerial-entrepreneurial competencies through self-study in their residence or business. Persons enrolled in the program were assigned a trained teacher-counselor who monitored and assisted them with completion of the instructional program. The role of the teacher-counselor will be discussed in Chapter III.

Testing and Evaluation of Instructional Modules

Each instructional module was evaluated before the program of study was administered. The evaluation team was made up of the following:

- Dr. Richard Ashmum, Distributive Education teacher-educator, experienced in the development of individualized instructional programs and former owner of a small business.

- Dr. Roberts Braden, Instructional Development Specialist, VPI&SU Learning Resources Center

- Dr. John Elias, Distributive Education teacher-educator, experienced in developing instructional materials for adult learners.

- Dr. D. Michael Moore, Audio Visual Specialist, experienced in preparing instructional modules which feature a self-paced format.

- Ms. Betty Newman, owner-manager of Blacksburg Household Appliances, a small business firm.

- Ms. Alice Walker, Script Editor assigned to the VPI&SU Learning Resources Center

In addition to the above evaluators, four representatives of the Small Business Administration reviewed the instructional modules and offered valuable suggestions for revision. Representing the Small Business Administration were:

Ms. Johnnie Albert
Mr. Wilburn W. Buran, Jr.
Ms. Florence May
Mr. Harold Stewart

Prior to evaluating the instructional modules, each evaluator was briefed on the intent of the instructional package. The evaluators were then provided with copies of each module as well as evaluation forms. (Refer to Appendix C for a copy of this evaluation form.) The evaluation focused on these five elements of each module:

1. Cover Page
2. Audio tape
3. Printed material
4. Learning experiences
5. Supplemental materials

After the evaluators had completed rating each module, they were asked to express verbally their concerns and recommendations for revision. The instructional modules were subsequently revised, based upon the combined evaluators' verbal and written recommendations.

Summary

Procedures followed in the development of instructional modules for owner-managers of small marketing firms included identifying and verifying core-crucial managerial-enterpreneurial competencies; preparing individualized instructional modules featuring an audio-tutorial format designed to simplify self-paced instruction; and testing and evaluating instructional modules prior to administering the program of study. Procedures for establishing field test activities are included in Chapter III.

CHAPTER III

PROCEDURES

The third objective of this project was to recruit and train teacher-counselors to assist owner-managers of small businesses with completion of the instructional modules. The fourth objective was to recruit and enroll a minimum of 25 owner-managers (geographically dispersed, socio-economic status varied, equal opportunity guaranteed) of newly-formed business firms for purposes of this project. A fifth objective was to conduct an evaluation to assess the degree to which the instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses. This chapter discusses the procedures utilized to complete each of these objectives.

Selection and Training of Teacher-Counselors

Distributive Education teacher-coordinators in the program administration sites (Richmond, Norfolk, and Southwest Virginia) were recruited to monitor and assist owner-managers in completing the program of study. These persons were selected to serve as teacher-counselors because the Distributive Education teacher-coordinator in Virginia is both philosophically and contractually committed to adult education.

Initially, recruiting efforts began with a memo to Virginia's state and local Distributive Education supervisors requesting their assistance in identifying teacher-coordinators who would be willing and qualified to complete the teacher-counselor training program. (Refer to Appendix D for a copy of this memo.) Teacher-coordinators who met the following qualifications were selected to participate in the training program:

1. Interest in entrepreneurship
2. Concern for the problems faced by owner-managers of newly-formed small business firms
3. Willingness to complete a 10 hour teacher-counselor training program

The training program for teacher-counselors was conducted in the three program administration sites (Richmond, Norfolk, and Southwest Virginia). It was designed to (1) introduce the instructional modules, (2) develop teaching and counseling skills needed to administer the program of individualized study to participating owner-managers, and (3) describe the monitoring and recordkeeping system needed to achieve and document the objectives of the project. Persons who completed this training program were informed of their acceptance by

letter and were then assigned to work with a newly-formed business firm. (Refer to Appendix E for a copy of the acceptance letter, a listing of Distributive Education teacher-coordinators who were selected to serve as teacher-counselors, and an outline of the teacher-counselor's role.)

Recruitment and Enrollment of Owner-Managers

The fourth objective of the project was to recruit and enroll a minimum of 25 owner-managers of newly-formed business firms in a program of study which featured an individualized instruction format.

Recruitment and enrollment of owner-managers was concentrated in two metropolitan communities and one multi-county region in southwest Virginia. Each program administration site is described below.

1. Richmond, Virginia. Richmond is the capital of Virginia and the state's second largest city (population 249,431). Approximately 75 percent of the city's population is made up of minority group members. Minority persons interested in opening their own business were considered potential candidates for enrollment in this program. In addition, Richmond supports a large number of small marketing firms and annually records many new business starts.

2. Norfolk, Virginia. Norfolk is Virginia's largest city (population 307,951). Its business community includes many small marketing enterprises. The community also includes a large number of military personnel. Newly discharged veterans interested in becoming entrepreneurs were considered to be potential candidates for this instructional program.

3. Multi-County Area. Giles, Pulaski, Floyd, Carroll, Wythe, Montgomery, and Bland counties are adjacently located in the southwestern region of Virginia. This geographical area is characterized by small rural communities in the 500 to 5,000 population range. These communities support principally small marketing firms which contribute to social and economic stability. Owner-managers of small business firms in rural areas were considered to be potential candidates for enrollment in this project.

Three methods were employed to identify persons who could benefit from enrollment in the program of study. Initially, the Virginia Small Business Administration Field Office was asked to identify potential enrollees. Special consideration was given persons who met eligibility requirements for participation in the following Small Business Administration services:

1. Economic Opportunity Loans: These loans make it possible for disadvantaged business persons to own their own businesses.

2. Handicapped Assistance Loans: These loans make it possible for SBA to provide financial assistance to small business concerns owned or to be owned by handicapped persons.

3. Minority Enterprise Program: This program is designed to help close the gap in business ownership between minority persons and other Americans.

The second method involved scheduling a one-day workshop for prospective business owner-managers in each of the three areas selected for implementing the instructional program. The major objective of each workshop was to provide advice on planning a new business. This one-day workshop was jointly sponsored by Virginia Distributive Education Service and the Small Business Administration. Persons who completed the workshop and eventually started a new business were considered for enrollment in the individualized instructional program.

In a third method, the project staff contacted banks, Chambers of Commerce, and agencies which offer assistance to small business firms. Bank loan officers and persons associated with the agencies were asked to identify potential candidates for enrollment. In addition, brochures describing the instructional program were made available to these same banks and agencies for distribution to potential enrollees. Finally, press releases announcing the instructional program were issued in each of the communities selected for administration of the program. (See Appendices F, G, and H for correspondence, a brochure, and a press release.)

With the assistance of the Virginia Small Business Administration, local banks, Chambers of Commerce and business leagues, the project staff identified 41 potential enrollees for the instructional program. Each potential enrollee was asked to submit an application form (see Appendix I) for enrollment in the program. This form was then reviewed by the project staff to evaluate each person's need for instruction and the person's potential to benefit from enrollment in the program. The criteria employed for selection of small business firms follows:

1. The firm must open during the period between March 1, 1977 and May 31, 1977.

2. The firm must be located within the Richmond, Norfolk, or Multi-county area (Giles, Pulaski, Floyd, Carroll, Wythe, Montgomery, and Bland).

3. Primary business activity must be of a retail, wholesale, or service nature.

4. Priority for enrollment must be given to persons who are disadvantaged, handicapped, or members of a minority.

5. Priority for enrollment must be given to candidates of low socio-economic status with a lack of business experience whose selected business activity displays potential for success.

6. Various levels of socio-economic status must be represented.

In addition, preference was given to persons who did not have experience in management of a small business. Twenty-seven qualified persons were finally enrolled in the three geographical areas previously designated. Of this total number, 10 were located in southwest Virginia, 10 in the Norfolk area, and 7 in the Richmond area. Persons enrolled in the program were notified of their acceptance by letter. (Refer to Appendix J for a copy of the acceptance letter and also a listing of owner-managers enrolled in the program.)

Administration of Individualized Study Program

Each owner-manager enrolled in the program was assigned a teacher-counselor. The teacher-counselor, with the assistance of the project staff, prescribed the instructional program for each owner-manager and provided tutorial instruction throughout the training period.

Each owner-manager was provided with a set of instructional materials and a tape player on which to play the audio tape. Teacher-counselors were also provided with a set of the instructional materials. These materials were delivered to the owner-manager by the teacher-counselor. Enrollee progress was monitored through regularly-scheduled visits to the business firm by the teacher-counselor.

Following each visit to the business firm, the teacher-counselors were asked to record their observations in a visitation diary. Reports on the progress of each owner-manager as reflected in the visitation diary were submitted to the project staff every two weeks. The project staff used these diaries as a means of monitoring the instructional program and of providing guidance to teacher-counselors as they prescribed the instructional program for each owner-manager. The actual work on the modules by owner-managers began on June 1, 1977 and was concluded by December 1, 1977.

Evaluation

Evaluation of the project included an assessment by teacher-counselors, owner-managers, and a third party. Product and process evaluations were completed by the project staff and the third party evaluator. Paper and pencil "tests" were de-emphasized in favor of performance activity displayed by the owner-managers. Product evaluation consisted of a series of rating instruments specifically designed to measure the degree to which the competencies were developed through the completion of each module. Process evaluations were conducted to assess the manner in which the modules were perceived by the owner-managers in terms of readability, illustration, ease of completion, and relevance to the owner-manager's business. The instruments used for evaluation by the teacher-counselors and owner-managers are included in Appendices M and N.

The project staff contracted the services of Dr. Earl Russell to interpret the data collected by the project staff and to conduct a third party evaluation. Dr. Russell is currently a Research and Development Specialist at the Center for Vocational Education at The Ohio State University. (See Appendix K for a copy of his vita.) Mrs. Nita Snipes was contracted to assist Dr. Russell with the third party evaluation. Specifically, she conducted a structured interview with the owner-managers enrolled in the project. Mrs. Snipes holds an M.S. degree in Public Administration and was a former research interviewer for the Virginia State Advisory Council on Vocational Education. A report of the third party evaluation, written by Dr. Russell, is included as Chapter IV.

Summary

The purpose of this project was to develop, administer, and evaluate a series of individualized instructional modules. Selection and training of teacher-counselors to assist owner-managers of newly-formed small businesses with completion of the instructional modules and recruitment and enrollment of a minimum of 25 owner-managers were two objectives of this project. The program of study was administered in three geographical areas of Virginia with each enrollee's program of study monitored by a teacher-counselor. The owner-managers and the teacher-counselors evaluated selected instructional modules. Chapter IV includes an analysis of their evaluation and the Third Party Evaluation report.

CHAPTER IV

THIRD PARTY EVALUATION REPORT*

The overall purpose of the instructional program was to provide owner-managers of newly created business enterprises with an individualized program of study. The program was designed to develop managerial-entrepreneurial competencies. The program of study featured a series of 12 instructional modules focusing on the important competencies needed by owner-managers of new business firms.

The original intent of the training program was to begin self-paced instruction at the time the new business is opened and to extend study throughout the first six months. Research has shown that this period is of critical importance to the long-range success of the firm.

Evaluation Objectives

An external evaluation, described in this report, was conducted primarily to assess the degree to which the 12 instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses.

Secondary objectives were to:

1) Determine the preferred learning approaches of owner-managers who participated in the program.

2) Obtain owner-managers' perceptions regarding the most appropriate groups to receive the training.

3) Determine the number of visits teacher-counselors made to the owner-managers.

4) Ascertain owner-managers' attitudes regarding the degree of helpfulness of teacher-counselor visits.

5) Obtain owner-managers' perceptions regarding the "depth" of the 12 modules.

6) Secure specific evaluations of each module by owner-managers.

7) Secure specific evaluations of each module by teacher-counselors.

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*This chapter was written by Dr. Earl Russell who served as the third party evaluator for this project. Only minor editing changes were made in the chapter by the project staff.

Methods Used

A brief description of the evaluative methodology employed in the project was reported in Chapter III. The major evaluative steps and a few technical comments follow.

Sample

The sample or group participating in this project was 27 small business owner-managers, clustered in three separate geographic areas of Virginia. Early efforts to select only relatively inexperienced owner-managers to participate in the project were not entirely successful. Several of the owner-managers had over one year of experience in small business operation.

Further, 26 teacher-counselors, who were Distributive Education teacher-coordinators in Virginia high schools, were selected to work on an individual basis with the 27 owner-managers. (One teacher-counselor was assigned to work with two business firms.)

Data Collection Instruments

The third-party evaluator, in consultation with the project staff, developed the primary data collection instrument, the "Owner-Manager Interview Form." The form was reviewed by project staff for content validity. A copy of this instrument is contained in Appendix L.

Another instrument was developed by the project staff to obtain specific module evaluations by owner-managers. This part of the evaluation was begun before the third-party evaluation was designed. A copy of this "Module Evaluation Form" is contained in Appendix M.

A final instrument was developed by the third-party evaluator to gather essentially formative data from the teacher-counselors. They were asked to comment on five features of each module in terms of strengths, weaknesses, and suggestions for revisions. This instrument is contained in Appendix N.

Data Collection

Collection of the primary data was done by a trained interviewer in December, 1977. The interviewer turned the forms over to the project staff, who in turn forwarded them by mail to the third-party evaluator.

Data were collected with the other two instruments via the mail. Follow-up of non-respondents was conducted by letter and telephone. All of these completed instruments were mailed to the third-party evaluator for analysis and reporting.

Data Analysis

Data analyses of "hard" data were frequency counts, percentages, and means. More sophisticated analyses, though tempting, were judged to be inappropriate due to the diversity of the owner-managers in the sample, coupled with relatively small numbers. Chi square analyses were inappropriate because many cell sizes were below five. In these cases, chi square values can be highly unstable and misleading.

Further, it might appear on the surface that the data on module use and degree of confidence in one's ability to apply the competencies in the module would lend themselves to correlational analysis. However, it has been pointed out elsewhere that

> The correlational approach has failed in the study of some complex behavior patterns . . . (One) problem involving the use of the correlational technique to identify variables related to complex skills or abilities is that success in many of the complex activities . . . can probably be attained in a number of different ways.[4]

Thus, the problem of varying levels of prior experience in small business operation among the owner-managers would have a serious confounding effect upon the interpretation of correlation coefficients.

The open-ended comments by owner-managers and teacher-counselors were content analyzed. Comments specific to any particular module generally were not treated in this report, for the sake of brevity. However, those data could be extremely valuable to project staff in future work with this training program.

Findings

Interviews were completed with 21 of the 27 owner-managers who participated in the project. This number represents 77.8% of the total. The external interviewer reported the reasons for being unable to contact five of the six non-respondents. The reasons were:

1) Two of the owner-managers would not consent to an interview due to lack of time. One of them indicated that no more time could be devoted to the project until after January 1, 1978, beyond the time period for interviews to be completed. The other owner-manager had a full-time job in addition to his small business, was enrolled in an insurance course on weekends, and therefore had no time on any of the three days or evenings when the interviewer could see him.

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[4] Walter R. Borg and Meredith D. Gall. Education Research (Second Edition, New York: David McKay Company, 1971), p. 325.

2) One owner-manager was no longer in business and his home phone and business phone were no longer in service. The interviewer contacted the teacher-counselor assigned to this owner-manager and learned that the owner-manager had apparently moved out of the city.

3) Another owner-manager made an appointment with the interviewer, but was unable to keep it due to an unexpected hospitalization which was to require approximately 10 days.

4) Finally, one owner-manager could not be reached because her husband had been transferred in the military. No forwarding address or telephone number was available.

Use of Modules and Confidence in Ability to Apply Competencies

Data reported in this portion of the findings address the primary purpose of the evaluation: to examine the degree to which the instructional modules aided owner-managers in the development of competencies.

As has been explained earlier, the developmental nature of this project, its design, and the relatively small number of owner-managers participating make it impossible to conduct a conclusive assessment. It is possible, however, to examine trends in the data to determine whether or not the pattern of use of the modules can be associated with the owner-managers' confidence in their ability to apply the competencies identified for each module. Competency testing per se was not feasible, given the time and resources available to the project.

The 12 tables which follow, based on each of the modules, contain data on the extent to which the modules were used and on participants' confidence in their ability to apply the specified competencies. Data cells for reporting reasons for not using the modules were omitted from the tables, since non-use was reported in only six instances among the 252 responses (12 modules x 21 respondents) to the questions, "Did you use the module?" These tables are a combination of data contained in Part I and Part II of the interview form.

Data on the module, "Success in Small Business: Luck or Pluck," are reported in Table I. Over three-fourths of the owner-managers made relatively extensive use of this module. More respondents (42.9%) listened to the tape, did the reading and all experiences than any other level of use of the module; one third listened to the tape plus careful reading. Almost one-fourth of the respondents either listened to the tape only or listened to the tape plus a review of the module.

All respondents were moderately confident (38.1%) or highly confident (61.9%) of their ability to apply the competency, "Evaluate your chances of success based upon your personality and knowledge of good business." Regarding the competency, "Determine your commitment to small

TABLE I

Module No. 1: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Success in Small Business: Luck or Pluck?	2	9.5	3	14.3	7	33.3	9	42.9

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Evaluate your chances of success based upon your personality and knowledge of good business practices.	0	0	0	0	8	38.1	13	61.9	0	0
Determine your commitment to small business success.	0	0	1	4.8	4	19.0	16	76.2	0	0

business success," 76.2% were highly confident and 19% were moderately confident. One respondent (4.8%) indicated only slight confidence in the ability to apply this competency.

Table II contains data on the module, "Determining Capital Needs." Slightly over one-half of the owner-managers made relatively extensive use of this module; 19% listened to the tape, did the reading and all experiences, while 33.3% listened to the tape plus careful reading. Over one-fourth of the respondents (28.6%) listened to the tape plus review, and 19% listened to the tape only.

Interestingly, all owner-managers were moderately confident or highly confident of their ability to apply the two competencies in this module. The owner-managers were almost equally divided between these levels of confidence for both competencies.

Data on the module, "Estimating Your Business Potential," are reported in Table III. Almost two-thirds of the owner-managers used this module relatively extensively. Approximately 43% listened to the tape, did the reading and all experiences; 24% listened to the tape plus careful reading. However, over one-third of the owner-managers made rather limited use of this module. Over 14% listened to the tape plus a review of the module and 19% listened to the tape only.

Over 70% of the respondents were highly confident of their ability to apply the competency, "Identify potential customers who are most likely to purchase your goods and services," and the remainder were moderately confident. Overall, respondents' confidence was not as strong regarding the competency, "Estimate the volume of goods and services you can expect to sell." One-third were highly confident on this competency, 52.4% were moderately confident, and 14.3% were only slightly confident.

Table IV concerns the module, "Creating an Effective Business Image." Over three-fourths of the owner-managers used this module relatively extensively. Nearly 43% listened to the tape and read the module carefully, and 33% listened to the tape, did the reading and all experiences. More limited use was made of this module by 19% who listened to the tape only, and by one person (4.8%) who listened to the tape and reviewed the module.

Two thirds of the respondents were highly confident and one-third were moderately confident of their ability to apply the competency, "Identify the key factors which contribute to formation of a business image." Confidence was less for the competency, "Assess your current image and determine if it communicates the appropriate impression to the public." Less than one-fourth were highly confident, about 62% were moderately confident, and 14.3% were slightly confident.

TABLE II

Module No. 2: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module: Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Determining Capital Needs	4	19.0	6	28.6	7	33.3	4	19.0

Competencies in Module	Confidence in Ability to Apply Competency: Not at all confident		Slightly confident		Moderately confident		Highly Confident		Not applicaplbe to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify factors which must be considered when you begin the search for additional funds.	0	0	0	0	11	52.4	10	47.6	0	0
Identify the sources of additional funds.	0	0	0	0	10	47.6	11	52.4	0	0

TABLE III

Module No. 3: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Estimating Your Business Potential	4	19.0	3	14.3	5	23.8	9	42.9

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify potential customers who are most likely to purchase your goods and services.	0	0	0	0	6	28.6	15	71.4	0	0
Estimate the volume of goods and services you can expect to sell.	0	0	3	14.3	11	52.4	7	33.3	0	0

TABLE IV

Module No. 4 : Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module: Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Creating an Effective Business Image	4	19.0	1	4.8	9	42.9	7	33.3

Competencies in Module	Confidence in Ability to Apply Competency: Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify the key factors which contribute to formation of a business image.	0	0	0	0	7	33.3	14	66.7	0	0
Assess your current image and determine if it communicates the appropriate impression to the public.	0	0	3	14.3	13	61.9	5	23.8	0	0

Use and confidence data regarding the module, "Developing Your Sales Promotion Plan," are reported in Table V. As was the case with the previous module, over three-fourths of the owner-managers made relatively extensive use of this module. One-third of them listened to the tape, did the reading and all experiences. Nearly 43% indicated that they listened to the tape and read the module carefully. One person (4.8%) listened to the tape and reviewed the module, while 19% only listened to the tape.

High confidence in the ability to apply the competency, "Describe the role of advertising, display, and personal selling in a sales promotion plan," was expressed by 57% of the owner-managers. Moderate confidence was expressed by 14% and slight confidence was expressed by 14%. Two persons (9.5%) indicated that they were not at all confident in their ability to apply this competency. One person noted that this competency was not applicable to the business. However, over 90% of the owner-managers were moderately or highly confident of their ability to apply the competency, "Develop an effective sales promotion plan which incorporates advertising, display, and personal selling." Two persons (9.5%) expressed no confidence in their ability to apply this competency.

Table VI displays data on the module, "Developing Ads that Produce Results." Nearly half of the owner-managers listened to the tape and read the module carefully, and over 28% listened to the tape, did the reading and all experiences. Relatively few listened to the tape and reviewed the module (14%), or only listened to the tape (9.5%).

Three-fourths of the owner-managers were moderately or highly confident of their ability to apply the competency, "Identify three guidelines which should be considered when you invest money in advertising." Four owner-managers (19%) were slightly confident and one (4.8%) was not at all confident. Regarding the competency, "Identify the five basic elements of a printed advertisement," nearly 62% were highly confident and nearly 24% were moderately confident of their ability to apply it. One person indicated slight confidence and two persons felt the competency was not applicable. The third competency, "Identify four guidelines which should be considered in the development of radio and television commercials," was viewed with moderate or high confidence by over half of the respondents. Slight confidence was expressed by almost 24% and 19% indicated that the competency was not applicable to their business.

Data on the module, "Improving Profits through Effective Management," are reported in Table VII. More owner-managers (38%) listened to the tape, did the reading and all experiences than any other level of module used. One-third listened to the tape and read the module carefully. As has been the pattern with other modules, relatively few listened to the tape and reviewed the module (9.5%), or only listened to the tape (19%).

Of the two competencies in this module, confidence in the ability to apply them was higher for the competency, "Apply planning and organizing skills in the operation of your business." Ninety-five percent of the

TABLE V

Module No. 5: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Developing Your Sales Promotion Plan	4	19.0	1	4.8	9	42.9	7	33.3

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Describe the role of advertising, display, and personal selling in a sales promotion plan.	2	9.5	3	14.3	3	14.3	12	57.1	1	4.8
Develop an effective sales promotion plan which incorporates advertising, display, and personal selling.	2	9.5	0	0	8	38.1	11	52.4	0	0

TABLE VI

Module No. 6: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module: Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Developing Ads that Produce Results	2	9.5	3	14.3	10	47.6	6	28.6

Competencies in Module	Confidence in Ability to Apply Competency: Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify three guidelines which should be considered when you invest money in advertising.	1	4.8	4	19.0	7	33.3	9	42.9	0	0
Identify the five basic elements of a printed advertisement.	0	0	1	4.8	5	23.8	13	61.9	2	9.5
Identify four guidelines which should be considered in the development of radio and television commercials.	0	0	5	23.8	5	23.8	7	33.3	4	19.0

TABLE VII

Module No. 7: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module: Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Improving Profits through Effective Management	4	19.0	2	9.5	7	33.3	8	38.1

Competencies in Module	Confidence in Ability to Apply Competency: Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Apply planning and organizing skills in the operation of your business.	0	0	1	4.8	11	52.4	9	42.9	0	0
Implement effective time management practices.	0	0	6	28.6	8	38.1	7	33.3	0	0

owner-managers were almost equally divided between moderate and high confidence in their ability to apply the competency to their businesses. One person indicated slight confidence in the ability to apply this competency. Regarding the competency, "Implement effective time management practices," one-third of the owner-managers were highly confident, 38% were moderately confident, and 28.6% were slightly confident of their ability to apply this competency to the operation of their businesses.

Table VIII displays the data regarding the module, "Improving Employee Selection, Training, and Supervision." This module was one of the least extensively used. One-third of the owner-managers listened to the tape, did the reading and all experiences; 14% listened to the tape and read the module carefully. Two persons (9.5%) listened to the tape and reviewed the module. However, one-third of the owner-managers only listened to the tape. Two people indicated they did not use this module--one due to lack of time, and one because the module was not applicable to the business.

On the other hand, confidence in the ability to apply the competencies was relatively strong. High confidence in their ability to apply the competency, "Describe the three-step approach to selecting effective employees," was expressed by 43% of the owner-managers, moderate confidence by 33%, and slight confidence by only one person (4.8%). "Not applicable to my business," was the response of 19% of the respondents. Regarding the competency, "Describe two of the most important characteristics possessed by successful supervisors," 57% of the owner-managers were highly confident of their ability to apply it, 33% were moderately confident, and two respondents (9.5%) felt it was not applicable to their businesses.

Data regarding the module, "Merchandising: The Key to Greater Profits," are reported in Table IX. About 24% of the owner-managers listened to the tape, did the reading and all experiences; almost 43% listened to the tape and read the module carefully. Two respondents (9.5%) listened to the tape and reviewed the module. Three respondents (14.3%) listened to the tape only. Two other respondents did not use the module. One of them indicated a lack of time to use it; the other felt it was not applicable to the business.

Regarding confidence in their ability to apply the competency, "Identify the elements of a balanced merchandise plan," only 19% were highly confident. However, nearly 62% were moderately confident, two people (9.5%) were slightly confident, and two others felt the competency was not applicable to their businesses. Confidence was higher in the ability to apply the competency, "Implement a workable plan designed to meet the needs of your business," Nearly 43% were highly confident, and the same number of respondents was moderately confident. One person (4.8%) was slightly confident. Two persons indicated the competency was not applicable.

TABLE VIII

Module No. 8: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module[a]							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Improving Employee Selection, Training and Supervision.	7	33.3	2	9.5	3	14.3	7	33.3

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Describe the three-step approach to selecting effective employees.	0	0	1	4.8	7	33.3	9	42.9	4	19.0
Describe two of the most important characteristics possessed by successful supervisors.	0	0	0	0	7	33.3	12	57.1	2	9.5

[a] One respondent (4.8%) indicated that this module was not used due to lack of time, and one respondent (4.8%) indicated that it was not used because it was not applicable to the business.

TABLE IX

Module No. 9: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module[a]							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Merchandising: The Key to Greater Profits	3	14.3	2	9.5	9	42.9	5	23.8

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify the elements of a balanced merchandise plan.	0	0	2	9.5	13	61.9	4	19.0	2	9.5
Implement a workable plan designed to meet the needs of your business.	0	0	1	4.8	9	42.9	9	42.9	2	9.5

[a]One respondent (4.8%) indicated that this module was not used due to lack of time, and one respondesnt (4.8%) indicated that it was not used because it was not applicable to the business.

Table X contains data on the module, "Business Records: Good Medicine Tastes Bad." All respondents used this module to some degree. Over 38% listened to the tape, did the reading and all experiences; an equal number listened to the tape and read the module carefully. One person (4.8%) listened to the tape plus a review of the module; 19% listened to the tape only.

Confidence in the ability to apply the competency, "Identify the records required for business operations," was high for over half of the owner-managers. Over 28% were moderately confident. Three people (14.3%) were slightly confident. One respondent failed to respond to the level of confidence in ability to apply this competency. Owner-managers' confidence was even higher regarding application of the competency, "Describe the important uses of business records." Over 85% of the respondents were highly confident of their ability to apply this competency. The remainder were moderately confident of their ability to apply this competency to their businesses.

Ratings relative to the module, "Assessing the Health of Your Business," are reported in Table XI. Over 28% of the owner-managers listened to the tape, did the reading and all experiences; 33% listened to the tape and read the module carefully. Three owner-managers (14.3%) listened to the tape and reviewed the module. Four others (19%) only listened to the tape. One owner-manager reported that this module was not used due to lack of time.

A single competency was identified in this module, namely, "Assess the financial condition of your business." Over half of the owner-managers were highly confident of their ability to apply this competency to their businesses. Almost as many (43%) were moderately confident. One person (4.8%) was only slightly confident of the ability to apply this competency to the business operation.

Table XII concerns the module, "Protection for You and Your Business." One-third of the owner-managers made extensive use of this module by listening to the tape, doing the reading and all experiences. Almost 24% listened to the tape and carefully read the module. Over 14% listened to the tape and reviewed the module, and almost 24% listened to the tape only. One person indicated that this module was not used because of lack of time.

However, confidence in the ability to apply the competencies in this module was very high. Regarding the competency, "Determine when to seek professional advice from an attorney or insurance agent," over 95% of the owner-managers were highly confident of their ability to apply it. The remaining respondent was moderately confident on this competency. Confidence in the ability to apply the competency, "Identify insurance coverage essential to the operation of a small business," was high, also. Over 85% of the owner-managers indicated they were highly confident, and almost 10% expressed moderate confidence. The remaining respondent reported that this competency was not applicable to the business.

TABLE X

Module No. 10: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module: Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Business Records: Good Medicine Tastes Bad	4	19.0	1	4.8	8	38.1	8	38.1

Competencies in Module	Confidence in Ability to Apply Competency: Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Identify the records required for business operations.[a]	0	0	3	14.3	6	28.6	11	52.4	0	0
Describe the important uses of business records.	0	0	0	0	3	14.3	18	85.7	0	0

[a]One person (4.8%) failed to respond to this item.

TABLE XI

Module No. 11: Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module[a]							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Assessing the Health of Your Business	4	19.0	3	14.3	7	33.3	6	28.6

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly confidfent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Assess the financial condition of your business.	0	0	1	4.8	9	42.9	11	52.4	0	0

[a]One respondent (4.8%) indicated that this module was not used due to lack of time.

TABLE XII

Module No. 12 : Degree of Use of the Module and Confidence in Ability to Apply Competencies to the Business Operation

(n=21)

Module Title	Degree of Use of the Module[a]							
	Listened to the tape only		Listened to tape plus review		Listened to tape plus careful reading		Listened to tape, did reading and all experiences	
	No.	%	No.	%	No.	%	No.	%
Protection for You and Your Business	5	23.8	3	14.3	5	23.8	7	33.3

Competencies in Module	Confidence in Ability to Apply Competency									
	Not at all confident		Slightly confident		Moderately confident		Highly condifent		Not applicapable to business	
	No.	%	No.	%	No.	%	No.	%	No.	%
Determine when to seek professional advice from an attorney or insurance agent.	0	0	0	0	1	4.8	20	95.2	0	0
Identify insurance coverage essential to the operation of a small business.	0	0	0	0	2	9.5	18	85.7	1	4.8

[a] One respondent (4.8%) indicated that this module was not used due to lack of time.

Some of the owner-managers made comments, which were recorded in Part I of the interview form, related to use of the modules. More salient comments are as follows:

-- An owner-manager who was already in business indicated that all materials were not used "because of lack of time and operation of the business was well underway."

-- Another owner-manager stated that some of the modules were not too helpful because the business was already underway--did not need the information.

-- Another said, "This program is oriented toward retail sales rather than service, which was this business. It is sometimes hard to apply to a business which provides services, especially the module on, 'Assessing the Health of Your Business'."

-- One person indicated the modules would be more helpful if they were numbered in sequence. This person used the tapes especially.

-- One owner-manager said the "quality of the production of tapes was poor -- voices inadept and non-professional."

-- Regarding the tapes, another person said, "The tapes were a waste of time."

Summary Evaluation

Five questions in this portion of the interview form asked owner-managers about their preferred learning approach, the most appropriate target group for the program, the number of teacher- counselor visits, the helpfulness of teacher-counselor visits, and the "depth" of the modules.

Preferred learning approach. Owner-managers were instructed to respond to a question on preferred-learning approach as follows: "Recalling the original intent of the program to assist owner-managers of new business firms, and also, based on your experiences with the 12 modules and the teacher-counselor who worked with you on those modules, please rank the learning approaches in the order you would recommend for the program in the future." Respondents were to assign four numbers, ranging from 1 = most preferred to 4 = least preferred.

Table XIII shows that the learning approach most preferred by owner-managers was group instruction (classes, workshops, seminars, etc.). Almost equal preference was given the approach which was used in the program, self-study with teacher-counselor participation. Much less preferred were the two other approaches listed, self-study only and teacher--counselor assistance without self-study.

TABLE XIII

Preferred Learning Approach
(n=21)

Ranked Learning Approaches	Sum of Ranks
Group instruction (classes, workshops, seminars, etc.)	34 (most preferred)
Self-study with teacher-counselor participation as before	37
Self-study only	66
Teacher-counselor assistance without self-study	73 (least preferred)

One owner-manager suggested a follow-up and group meeting to exchange ideas. The focus of such a meeting was suggested to deal with a business which has been in operation for a year.

Most appropriate group for the program. Respondents were asked, "Which of the following types of owner-managers do you think would benefit most from training in the 12 modules?" Table IVX indicates that over three-fourths of the respondents felt that "would be" owner-managers who have not started a business would benefit most. Four owner-managers (19%) thought that owner-managers in the first six months of operation would benefit most, while the remaining person felt owner-managers in operation for 7-18 months would benefit most.

TABLE IVX

Most Appropriate Group for the Program
(n=21)

Group thought to benefit most	No.	%
"Would be" owner-managers who have not started a business	16	76.2
Owner-managers in the first 6 months of operation	4	19.0
Owner-managers in operation for 7-18 months	1	4.8
Owner-managers in operation for 19-36 months	0	0
None of them would benefit much; their time would be better spent on other activities	0	0

Some of the respondents made comments to elaborate on their opinions regarding the most appropriate group for the program. Their comments are:

--"Anyone in business could get help and information from the modules."

--"Available before a person starts a business. Made opening a business easier."

--"Get to people who are anticipating going into business. More help before opening the business."

--"Some information is essential before starting a business, but other information would be more valuable when the owner has practical experience. For example, use modules 1, 2, 3, 10, and 12 with 'would be' owner-managers; and modules 4, 5, 6, 7, 8, 9, and 11 with owner-managers after in business for a while."

Upon reflection, this latter suggestion makes a lot of sense for future program direction. More consideration should be given to this idea.

Number of teacher-counselor visits

Owner-managers were asked, "As best you can recall, how many visits did you receive from the teacher-counselor as part of this program?" The average number of visits reported was 5.67; the range was from 2 to 14. A total of 119 visits from teacher counselors was reported.

The interviewer also asked how many telephone calls owner-managers received from teacher-counselors. The average was 1.86 calls, ranging from 0 to 6. The total number of calls reported was 39.

Several owner-managers commented that some of the phone calls from teacher-counselors were to provide help if needed. A substantial number of the calls were for the purpose of scheduling visits to the businesses. One owner-manager indicated that little contact was made by the teacher-counselor for helping with the program.

Helpfulness of teacher-counselor visits

The 21 owner-managers were asked to respond, using a 5-point Likert Scale, to the statement, "the teacher-counselor was helpful to me in working with the self-paced instructional modules." Responses could range from strongly disagree to strongly agree. Table XV contains data on this dimension of the program evaluation. Over 70% of the owner-managers either agreed (43%) or strongly agreed (29%) that the teacher-counselors were helpful. The other six owner-managers were equally divided across the remaining three response choices: disagree (9.5%), strongly disagree (9.5%), and undecided (9.5%).

TABLE XV

Helpfulness of Teacher-Counselor Visits
(n=21)

Statement	Responses									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The teacher-counselor was helpful to me in working with the self-paced instructional modules	2	9.5	2	9.5	2	9.5	9	42.9	6	28.6

Some of the owner-managers made comments about teacher-counselor visits. The comments are as follows:

--"Not direct enough. Application of materials could have been addressed in a class."

--"The teacher-counselor was not really important."

--"I liked the role-playing activities. The teacher-counselor was most helpful."

--"The teacher-counselor brought additional materials -- visited many times."

--"I did not need any help from the teacher-counselor."

--"The self-study with the teacher-counselor was not wholly satisfactory. I would have profited from sharing experiences; perhaps only a few group meetings."

"Depth" of Modules

Data were needed regarding the level of difficulty of the modules. Therefore, owner-managers were asked to respond to the statement, "the 'depth of treatment' or level of difficulty of the instructional modules was about right for their intended purpose." Again, response options were from strongly disagree to strongly agree along a 5-point Likert Scale. The distribution of responses is shown in Table XVI. Positive responses were given by over 70% of the owner-managers to the statement;

57% agreed and 14.3% strongly agreed. Three respondents (14.3%) disagreed and another (4.8%) strongly disagreed. Two persons (9.5%) were undecided about the appropriateness of the "depth of the modules.

TABLE XVI

"Depth" of Modules (n=21)

Statement	Responses									
	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The "depth of treatment" or level of difficulty of the instructional modules was about right for their intended purpose.	1	4.8	3	14.3	2	9.5	12	57.1	3	14.3

In contrast to the generally positive response regarding "depth" of the modules, this item elicited more comments from the owner-managers than any other. Several of the owner-managers apparently felt it necessary to place qualifiers on their positive responses, thus raising some doubt about the level of difficulty of the modules. The comments are:

--"Depth appropriate for people getting started into business. Not enough materials for people already in business. Modules need more specifics for people in business, especially advertising and merchandising.

--"Before business opened, information very valuable."

--"Not technical enough; used SBA leaflets; more rigorous program with facts and figures; opened up the SBA programs and materials."

--"The tapes took too long to get to the point -- characters were not always helpful; the moderator was more helpful. Did not like the sound effects on tapes, like footsteps, etc."

--"Group instruction, need organized time to work on program as a self-study. Share common experiences and help with application of material would have been valuable."

--"Most helpful to someone with no business background. Not as helpful to a small business owner-manager who has own ideas about how you do things."

--"Content of the materials was minimal; only serve as an introduction; broad-based and too general."

--"The preferred reading list provided more information and was especially helpful."

--"Liked the everyday situations -- wanted more detail. Needed more examples of how the information is applied."

--"This program would help new business owner-managers to get the basic information -- only start them in the right direction."

--"Some of the material on the tapes was very weak as far as content. The SBA reprints were excellent. The booklets were good and concise."

--"The tapes were not necessarily helpful; written materials were much more beneficial. Used the SBA reports and found them helpful."

--"If the modules had gone into more detail on some items they would have been more helpful."

--"The materials only touched high-light topics -- no depth -- more like an outline. Really just common sense. Needed more information and detail. Maybe for a Distributive Education class in high school, the materials would be appropriate."

--"Business records lacked detail -- only told what records to keep. Others were better."

Thus, the weight of comments made regarding the depth of the modules suggested that more substance was needed. It is unclear why so many comments were made to this effect when most owner-managers agreed with the statement that the level of difficulty was about right for the intended purpose of the modules. If all the participants in the program had been new to (or were about to begin) small business operation, their comments may have been more positive about the level of module difficulty. Only further use of the modules with a group relatively inexperienced in small business operation can resolve this apparent discrepancy.

Module Evaluation by Owner-Managers

Prior to the development of the third-party evaluation design, the project staff prepared and sent a "Module Evaluation Form" for each of the 12 modules to the 27 owner-managers. At least a portion of the 12 forms was completed and returned by 19 (70%) of the owner-managers. Of

the eight who did not respond to this form, three went out of business and could not be located, one did not complete any of the modules and could not comment on them, and four were negligent in returning the forms to the project staff.

Not all 19 owner-managers who responded completed the 12 forms, since they presumably used only the modules which were appropriate for businesses. The range of completion was 10 owner-managers responding to the form for the module, "Protection for You and Your Business," and 19 owner-managers responding to the form for the modules, "Developing Ads that Produce Results," and "Improving Profits through Effective Management."

Four questions were on the "Module Evaluation Form." A response format of "Yes," "Somewhat," and "no" was provided for each question, plus an openended space for comments following each question. The questions were:

1) Were the concepts and ideas presented in this module useful to you in your business?

2) Has this module increased your knowledge of effective business practices?

3) Did you utilize any of the concepts and ideas presented in this module?

4) Would you recommend this module to a new owner-manager of a small business who has no business experience?

Some highlights of the findings from the "Module Evaluation Form" will be presented here relative to whether or not the data tend to support data previously reported from the interview form. A detailed reporting of data from the "Module Evaluation Form" was judged to be inappropriate in this report for two reasons:

1) The data collected (the open-ended comments in particular) would be most useful as <u>formative</u> data for possible subsequent revision or refinement of the 12 modules.

2) The four questions are, for the most part, peripheral to the primary purpose of this third-party evaluation: to examine the degree to which the instructional modules aided owner-managers in the development of competencies.

A large majority of the structured responses to the four questions were "Yes." Far fewer of the responses were "Somewhat" and exceedingly few of the responses were "No." Thus, among those who provided ratings, the ratings were very positive.

The most positive ratings and open-ended comments were given in response to the question, "Would you recommend this module to a new owner-manager of a small business who has no business experience?" Nearly all owner-managers who responded said "Yes," and many of them made supporting comments.

This finding strongly supports data reported previously from the interview form indicating that the modules would be most appropriately used with prospective owner-managers or those who have little or no previous business experience. Probably, this is the most important finding from the "Module Evaluation Form" since it in effect validates data obtained by the interviewer.

Other important findings from the "Module Evaluation Form" may be summarized as follows:

1) A number of specific behavioral changes on the part of owner-managers were attributed to use of the modules. These frequently included the use of new techniques, trying new ideas, or reminding experienced owner-managers of helpful practices which they had not used for a relatively long period of time. Many of these documented behavioral changes could be viewed as supporting owner-managers' abilities to perform competencies specified in the modules. However, direct assessment of competencies was not possible in this study.

2) Virtually all negative comments were related to the previously reported problem of lack of detail or specificity in the modules. Some of the comments even suggested that more detail was needed for inexperienced owner-managers who were in newly-created businesses. This finding has important implications for subsequent revision and use of the modules.

Module Evaluation by Teacher-Counselors

Part of the overall third-party evaluation design included a plan to obtain data on the modules from the teacher-counselors who had worked with the owner-managers in the program. Project staff members agreed that perhaps the most useful data which could be obtained from teacher-counselors would be of a formative type, with the expectation that teacher-counselors could serve well as critics of the 12 modules from having observed them in use by the owner-managers.

The "Module Evaluation Form" for use by teacher-counselors was sent to them. Each teacher-counselor was to evaluate three modules. Module features evaluated were:

1) Cover page
2) Audio tape
3) Printed materials
4) Learning experiences
5) Supplemental materials.

Teacher-counselors were asked to respond in a completely open-ended format. Beside each of the five module features above, they were asked to specify strengths, weaknesses, and recommendations for revisions.

Seventeen of the 26 teacher-counselors, or 65% of them, completed the module evaluations. Obviously, since nine teacher-counselors did not return the completed forms, all modules were not evaluated to the same extent. However, it may be possible to determine weaknesses which appear to be common to all the modules based upon the evaluations received.

For purposes of possible subsequent revision of the modules, recommendations for revisions would be the most useful part of the data for the project staff. Having teacher-counselors specify strengths and weaknesses was largely preparatory to formulating their recommendations for revisions. Further, specified strengths can be useful in determining what should not be revised.

Teacher-counselors' suggestions for revision in the modules are summarized here. Suggestions which could be generalized across several modules are reported. They are as follows:

1) Cover Page. The purpose is overstated. To imply that use of the modules will easily result in useable skills or competencies is misleading.

2) Audio Tapes. Too much repetition of printed materials. Boring. Question the need for tapes. Should have more factual information and mature voices. Re-record and try for more realism. Show more emotions in voices. More details are needed.

3) Printed Materials. Provide references to more comprehensive learning resources. Should contain self-tests to identify needs for further training; dangerous to suggest use of the modules produces competencies. Material needs to be further developed. Two levels should be produced: one for beginners and one for those with experience of a year or more. More information should have been provided; add more depth. Need more and better examples.

4) Learning Experiences. Redefine or clarify the purpose. Many other points could have been included and enlarged. Needs to be developed much more fully. Should be more comprehensive and list sources for additional information or help. Use worksheets with questions about the owner-manager's own business. Use more examples of forms. Add more depth.

5) Supplemental Materials. Compile a list of books, pamphlets, etc. which could be used for further study. Use more accurate materials. Need more aids. Use more articles other than SBA. Add booklets containing more detail. Update for more impact.

It should be pointed out that many strengths of the modules were listed by teacher-counselors. They frequently mentioned that the modules were especially good for owner-managers who have no business experience. Common descriptors for the module features included "concise," "clear," "easily readable," "easy to understand," "excellent," and "to the point."

Conclusions

Based on the findings presented, the following conclusions have been drawn. These conclusions should be viewed as tentative due to the developmental nature of the project, its design, and the resulting limitations on the data.

1. Most owner-managers made relatively extensive use of the 12 modules by either (a) listening to the tapes plus careful reading or (b) listening to the tapes, doing the reading and all experiences. Thus, the training program was very successful in achieving a high degree of use of the modules.

2. Correspondingly, most of the owner-managers were moderately to highly confident of their ability to apply the competencies in the operation of their businesses. Confidence in the ability to apply the competencies tended to be high, even for those modules in which careful reading was done but in which all of the learning experiences were not done. There are two likely explanations for the degree of confidence being higher than the level of module use:

   a) The competencies were rather easy to learn from listening to the tapes and reading the modules, or

   b) Previous business experience or training for several of the owner-managers produced a high degree of confidence in their ability to apply the competencies specified.

3. The learning approaches recommended by owner-managers for the program in the future were group instruction (classes, workshops, seminars, etc.) and self-study with teacher-counselor participation as before. The strength of preference for these two approaches was almost equal.

4. Contrary to the original intent of the program to train owner-managers in the first six months of operation of their businesses, the respondents felt the group which would benefit most from the training program are "would be" owner-managers who have not started a business. Thus, questions are raised regarding:

a) the appropriateness of the original intent of the program to assist owner-managers of newly created business enterprises, and

b) the level of sophistication or depth of treatment of the modules.

5. The owner-managers felt the teacher-counselors were helpful in working with the self-paced instructional modules. Teacher-counselors should participate in program delivery in the future.

6. A majority of the owner-managers felt the "depth of treatment" or level of difficulty of the modules was about right for their intended purpose. However, the owner-managers' comments on this subject suggested that more detailed information is needed in the modules. This apparent contradiction in the data probably would not have been as pronounced if all the owner-managers had been new to, or had not yet begun, small business operations. More comments were made about the "depth of treatment" of the modules than any other dimension of the evaluation. Nearly every comment made in this regard indicated that more detail was needed in the modules -- no one indicated that any of the modules were too detailed or too difficult. Further, teacher-counselors agreed for the most part that more detail is needed in the modules.

7. A reassessment of the utility of the audio tapes is needed. Several facets of the evaluation study caused owner-managers and teacher-counselors to criticize the tapes. Complaints were made about both the production quality of the tapes and their lack of substance or unique information.

8. Finally, the self-instructional program for owner-managers of small businesses addresses an important problem area in American business and education. The approach used is unique and data are now available to improve upon it.

Recommendations

The recommendations which follow are based upon the conclusions presented and the professional judgment of the evaluator.

1. Since the project has demonstrated that small business owner-managers will participate in a structured training program, immediate steps should be taken to refine the program, demonstrate its effectiveness, and implement it on a broad scale.

2. The 24 competencies should be re-examined. They should be stated in a more challenging format to place emphasis on the tasks to be done, the conditions under which the tasks normally are done, and the standards for successful performance. For example, the present competency statement, "Identify the elements of a balanced merchandise plan," could be strengthened as follows: "Develop a balanced merchandise plan for your business, using five examples provided, to the satisfaction of your teacher-counselor." Implementation of this recommendation would be an important step in adding rigor to the training program.

3. Consideration should be given to providing the training program to meet the individual needs of a range of small business owner-managers. To accomplish this, the following program modifications are recommended:

   a) Differentiate the modules to serve inexperienced and experienced owner-managers.

      1) Modules for the inexperienced:
         Success in Small Business: Luck or Pluck?
         Determining Capital Needs
         Estimating Your Business Potential
         Business Records: Good Medicine Tastes Bad
         Protection for You and Your Business

      2) Modules for the experienced:
         Creating an Effective Business Image
         Developing Your Sales Promotion Plan
         Developing Ads that Produce Results
         Improving Profits Through Effective Management
         Improving Employee Selection, Training and Supervision
         Assessing the Health of Your Business

   b) Provide both self-study using teacher-counselors as before and group instruction (classes, workshops, seminars, etc.) to those who desire both types. The program could begin with an orientation and goal setting group workshop, followed by perhaps 4-6 weeks of self-study aided by teacher-counselors, followed by a seminar to exchange ideas, followed by more self-study, and so on.

      Separate group sessions should probably be provided for sales-oriented owner-managers and service-oriented owner-managers. For example, a dress shop owner-manager may not relate well to the problems of a plumbing service owner-manager, and vice versa.

4. More diverse instructional alternatives for delivery of owner-manager training should be explored in an effort to serve a larger number of owner-managers in a relatively short time. Some alternatives include:

   a) Correspondence courses based on the modules

   b) Using SBA field representatives in the role of teacher-counselors or consultants

   c) Enlisting successful owner-managers with leadership skills as consultants, group leaders, resource persons, etc.

   d) Establishing a toll-free telephone number for owner-managers to call whenever they have a question or need help.

5. All 12 modules should be revised to incorporate a greater amount of information and more rigorous learning experiences than the modules now contain. This applies to the audio tapes as well, if they are essential to the program. This recommendation could be achieved by implementing recommendation number 2, i.e. strengthening the competency statements, and by following through with corresponding learning guides, learning activities and alternative activities, and criterion-referenced tests. The criterion-referenced tests could be designed as self-tests.

6. Considering the overall positive feedback from owner-managers who participated in the program, this training program for small business owner-managers should be refined and expanded to serve more people. Funding authorities in the U. S. Office of Education, the Small Business Administration, state agencies, and local agencies should work together to support and expand this program in Virginia and in other states -- with deliberate speed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The Problem

The problem was to develop, administer, and evaluate an inservice education program designed to provide entrepreneurial competencies for owner-managers of newly-formed small business firms. The objectives of the project were to:

1. Identify the core-crucial managerial-entrepreneurial competencies which are needed by the owner-managers of a small retail, wholesale, or service business.

2. Prepare a series of individualized instructional modules designed to develop the aforementioned competencies.

3. Recruit and train teacher-counselors to assist owner-managers of small businesses with completion of the instructional modules.

4. Recruit and enroll a minimum of 25 owner-managers (geographically dispersed, social-economic status varied, equal opportunity guaranteed) of newly formed business firms in a program of study which features an individualized instructional format.

5. Conduct an evaluation to assess the degree to which the instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses.

The Procedures

A review of the literature was undertaken to (1) identify the reasons for failure of small business firms, (2) determine the competencies needed by owner-managers of small business firms, and (3) to determine the content to be included in a program designed to develop the competencies needed by owner-managers of small business firms.

From this review of the literature, the project staff compiled a list of the competencies necessary for successful management of small business firms. This list was then presented to an advisory committee

for validation. The tentative competency list as presented to the advisory committee was then revised in accordance with their recommendations. The final list of 24 competencies were those deemed most crucial for the success of an owner-manager of a newly-formed small business.

From the list of 24 agreed-upon competencies, 12 instructional modules were written according to pre-determined guidelines. Each instructional module featured an audio-tutorial format designed to enhance self-paced instruction. Audio-cassettes, supported by printed materials and learning activities, were incorporated into each module. Resource materials published by the Small Business Administration were also a part of each module. All tapes and printed materials were designed to accomplish the competencies listed in the module. Each set of instructional materials, including cassettes, was packaged into a three-ring binder.

Each instructional module was evaluated by five persons experienced in instructional program development and/or in business. Based upon the combined written and verbal recommendations of these evaluators, the project staff revised the instructional modules prior to administration.

Distributive education teacher-coordinators in the three program administration sites (Richmond, Norfolk, and Southwest Virginia) were recruited to monitor progress of each owner-manager enrolled in the program. A training program for these teacher-coordinators was conducted in each of the program administration sites. Persons who completed this training program were informed of their acceptance by letter and were then assigned to work with one newly-formed small business firm.

Recruitment and enrollment of owner-managers was concentrated in Richmond, Norfolk, and Southwest Virginia. The Small Business Administration, local banks, local Chambers of Commerce, and other agencies which offer assistance to small business firms were asked to identify potential enrollees. In addition, a one-day workshop for prospective small business owner-managers jointly sponsored by the Small Business Administration and the Virginia Distributive Education Service was offered in each of the three areas selected for implementation of the instructional program.

As a result of these efforts, the project staff was able to recruit 41 prospective enrollees. Twenty-seven qualified persons in 26 firms were ultimately enrolled in the three geographic areas previously designated. Priority for enrollment was given to owner-managers who would open their business between March 1 and May 31, 1977; to those who were opening a retail, wholesale, or service business; to those who were disadvantaged, handicapped, or a member of a minority; and to those from a low social-economic status.

Each owner-manager enrolled in the program of study was assigned a teacher-counselor. The teacher-counselor, with the aid of the project staff, prescribed the instructional program for each owner-manager and provided technical assistance. Throughout the training period, each owner-manager's progress was monitored through regularly scheduled visits to the person's firm.

Evaluation of the project included an assessment by teacher-counselors, owner-managers, and a third party evaluator. Each teacher-counselor completed a Module Evaluation Form for three of the modules, providing formative data regarding the module cover page, audio tape, printed materials, learning experiences, and supplemental materials. Throughout the period in which they were completing the modules, owner-managers also completed a Module Evaluation Form for each module they completed. The evaluation form for owner-managers was primarily designed to obtain formative data on the usefulness of the ideas and concepts presented in the module, the increased in knowledge of business practices perceived by the owner-manager of a small business who had no previous business experience. Near the conclusion of the project, a third party evaluator was contacted to assess the degree to which the 12 instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses. Several secondary objectives of the project were also evaluated. A trained interviewer was contracted to conduct a structured interview with all owner-managers for evaluation purposes.

Conclusions

Based upon the findings of the study, the perceptions of the project staff and the conclusions drawn by the third party evaluator (see p. 47), the following conclusions for the project are offered:

1. The majority of the owner-managers made extensive use of the 12 modules by either (a) listening to the tapes plus careful reading or (b) listening to the tapes, doing the readings and completing all experiences. Therefore, it may be concluded that self-paced study was viewed as an acceptable approach to development of competencies needed for successful operation of small businesses. Busy owner-managers will take time to utilize self-paced instructional materials.

2. The respondents were asked to rank four learning approaches which might be used to deliver the program in the future. Since the learning approaches recommended by owner-managers were nearly equally divided between (1) group instruction (classes, workshops, seminars, etc.) and (2) self-study with teacher-counselor participation, it may be concluded that either approach may be used to develop competencies needed for successful operation of a small business.

3. The respondents were asked to indicate the types of owner-managers who would benefit most from completion of the program. Since a large majority of respondents (76.2%) felt that "would be" owner-managers who have not started a business would benefit most, it is recommended that this population be given a high priority in terms of program administration in the future. Owner-managers in the first six months of operation should also be given an opportunity to complete the program.

4. The owner-managers were asked to respond, using a 5-point Likert Scale, to the statement, "the teacher-counselor was helpful to me in working with the self-paced instructional modules." Responses could range from strongly disagree to strongly agree. Since over 70% of the owner-managers either agreed (43%) or strongly agreed (29%) that the teacher-counselors were helpful, they should be involved in program delivery in the future.

5. The owner-managers were asked to respond, using a 5-point Likert Scale, to the statement, "the 'depth of treatment' or level of difficulty of the instructional modules was about right for their intended purpose." Responses could range from strongly disagree to strongly agree. Since over 70% of the owner-managers either agreed (57%) or strongly agreed (14.3%) that depth of treatment was appropriate, the program should be helpful to inexperienced entrepreneurs who operate newly-formed retail or service-type businesses. The instructional modules will be less helpful to experienced entrepreneurs.

Recommendations

The recommendations which follow are based upon the findings of the study, the conclusions presented by the third party evaluator, and the perceptions of the project staff.

1. Since the project has demonstrated that small business owner-managers will participate in an instructional program designed to allow self-paced study, steps should be taken to refine the program and make it available to two target groups:

   a. "Would be" owner-managers who anticipate starting a small retail or service business.

   b. Owner-managers of newly formed retail or service businesses who have no prior small business management experience. It is recommended that these entrepreneurs enroll in the program immediately after the new business is opened.

2. Alternative delivery methods for the self-study program should be developed in order to serve a larger number of owner-managers. Some alternatives follow:

   a. Disseminate the materials through SBA field offices, banks, two and four-year colleges, adult education programs, and Chamber of Commerce offices.

   b. Use SBA field representatives, bank officers, two and four-year college business instructors, adult education instructors, and successful owner-managers in the role of teacher-counselors.

3. An instructional format which combines group instruction with self-study should be made available to those persons who desire this type of educational program. The program could begin with an orientation session followed by perhaps 2-3 weeks of self-study, followed by a seminar to exchange ideas, followed by more self-study, and so on. The use of teacher-counselors would be optional.

4. Persons who enroll in workshops for prospective business owner-managers sponsored by the Small Business Administration should be encouraged to complete the self-study program prior to starting their own business.

5. After subsequent refinement, the self-study program should be made available to secondary and post-secondary students who wish to study entrepreneurship.

6. The self-study program should be refined and moderately expanded prior to dissemination. The module instructional format which features six elements (cover page, audio tape, printed material, learning activities, preferred reading list, and preferred reference material) should be retained. Refinement and expansion of materials should be based on the following recommendations:

   a. Cover Page. Retain the three-part format currently used. Where necessary, edit material to be certain it accurately describes the content featured in the instructional module.

   b. Audio Tapes. The professional quality of the tapes should be improved. Minor editing of each script is recommended. Tapes should be recorded again by persons who can project greater realism.

c. Printed Materials Where necessary, edit and moderately expand the material presented in this section. Provide references which will give the reader additional sources of information. Add self-tests which will identify need for further training.

d. Learning Experiences Provide a minimum of three learning experiences in each module.

e. Preferred Reading List Expand the number and type references in order to provide the reader with more choices.

f. Supplemental Materials Provide a minimum of three current readings which supplement information featured in the module.

7. The 24 core-crucial managerial-entrepreneurial competencies identified in conjunction with this project should be the foundation for any subsequent refinement or revision of the instructional program.

8. Any refinement or revision of the instructional modules should be undertaken with due regard for the reading level and experience level of the target population for which this program was developed.

APPENDICES

Appendix A

SELECTED BIBLIOGRAPHY

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INTRODUCTION

"Achieving Success in Small Business" is a self-study program developed for small business owner-managers. It features self-paced instruction designed to develop basic management skills. Self-paced instruction provides you with an opportunity to progress at your own pace. These materials also allow you to study in the privacy of your own home or business.

This self-study program is designed for persons who operate small retail, wholesale, or service type business firms. It includes 12 different instructional modules, each focusing on a specific small business management problem area. The title of each instructional module appears below:

"Success in Small Business: Luck or Pluck?"

"Determining Capital Needs"

"Estimating Your Business Potential"

"Creating an Effective Business Image"

"Developing Your Sales Promotion Plan"

"Developing Ads that Produce Results"

"Improving Profits Through Effective Management"

"Improving Employee Selection, Training, and Supervision"

"Merchandising: The Key To Greater Profits"

"Business Records: Good Medicine Tastes Bad"

"Assessing the Health of Your Business"

"Protection for You and Your Business"

Each module is an independent instructional unit. This means you can determine your own sequence of study. For example, your most immediate concern may be attracting more customers. If this is the case, you should review "Developing Your Sales Promotion Plan" first. If your most pressing need is to upgrade your record keeping, then you may want to begin with the module entitled "Business Records: Good Medicine Tastes Bad." You are encouraged to complete every module, but the sequence of study is entirely up to you.

MODULE FORMAT

Each instructional module features five elements. The recommended sequence of study, and description of each element, appears below:

1. Cover Page. (white paper) The cover page describes the content of the module in very concise terms. This material will provide you with a brief overview of the information featured throughout the module.

2. Audio Tape. An audio tape, 6 to 8 minutes in length, presents a preview of major concepts described within the instructional module. Listen to the tape carefully before beginning your study of the printed material. Each tape presents a conversation between two or more persons. You will become acquainted with six persons who have an interest in small business management issues and problems.

   Don Jennings - Don is a rather conservative loan officer at the National Bank of Plainfield. He specializes in commercial loans and has worked with small business owner-managers for many years.

   Ted Davis - Ted is a media representative for the Plainfield Daily Times. He knows the community well and has over nine years of experience in newspaper advertising.

   Carol Davis - Carol is a department manager who works at Shayne's Department Store. She is married to Ted Davis.

   Frank Walker - Frank owns and manages the Plainfield Shoe Store. He has been in business for 10 years and is a respected member of the community.

   Sue Perez - Sue recently moved to Plainfield with her husband Bob. She is very interested in opening her own yarn shop. She has no previous business experience.

   Bob Perez - Bob is manager of the Triangle Bookkeeping Service. He is the husband of Sue Perez.

3. Printed Material - (buff paper) Each module features from 4 to 8 pages of printed material which describes important small business management concepts. You will note that these concepts are presented in condensed form.

4. Learning Activities. (green paper) One or more learning activities are included in each module. The purpose of each activity is to provide you with an opportunity to "apply" key concepts to your own business. You are encouraged to complete each learning activity.

5. Preferred Readings. (goldenrod paper) Each preferred reading will provide you with additional information regarding the major topic covered in the module. In most cases, this material was prepared by the Small Business Administration. These readings will give you many helpful hints regarding the operation of a small business.

THE ROLE OF YOUR TEACHER COUNSELOR

A trained teacher-counselor will be available to give you assistance when needed. This person will aid you in the following ways:

Monitor self-study progress. The teacher-counselor will monitor your progress throughout completion of the self-paced instructional program. Assistance and encouragement will be provided when needed.

Assist with decision making. Sometimes it is easier to make business related decisions when you obtain advice from another person. Your teacher-counselor will be available to provide you with another point of view.

Information gathering. In some cases you simply need additional information to solve a business related problem. Your teacher-counselor will be pleased to help you with the search.

The teacher-counselor will visit your business every two or three weeks. In addition to these personal visits, you can obtain help anytime by simply telephoning this person. Your teacher-counselor wants to provide help whenever it is needed.

SELF-DISCIPLINE WILL BE NEEDED

Self-study requires a certain amount of discipline. Unlike most other forms of education, you will be almost totally responsible for your own progress. To achieve maximum benefit from this instructional program, consider the following helpful hints:

Find a quiet place to study at home or at your business. It is important that you have some degree of privacy as you complete the materials.

Set a goal of completing at least one module each week. At this rate, you will complete the entire instructional program in 12 weeks. Try to stay on schedule.

Complete every module. There is no doubt that certain modules will be of greater interest to you than others. However, each module deals with an important aspect of small business management. You are encouraged to complete each one.

BLUEPRINT FOR SUCCESS

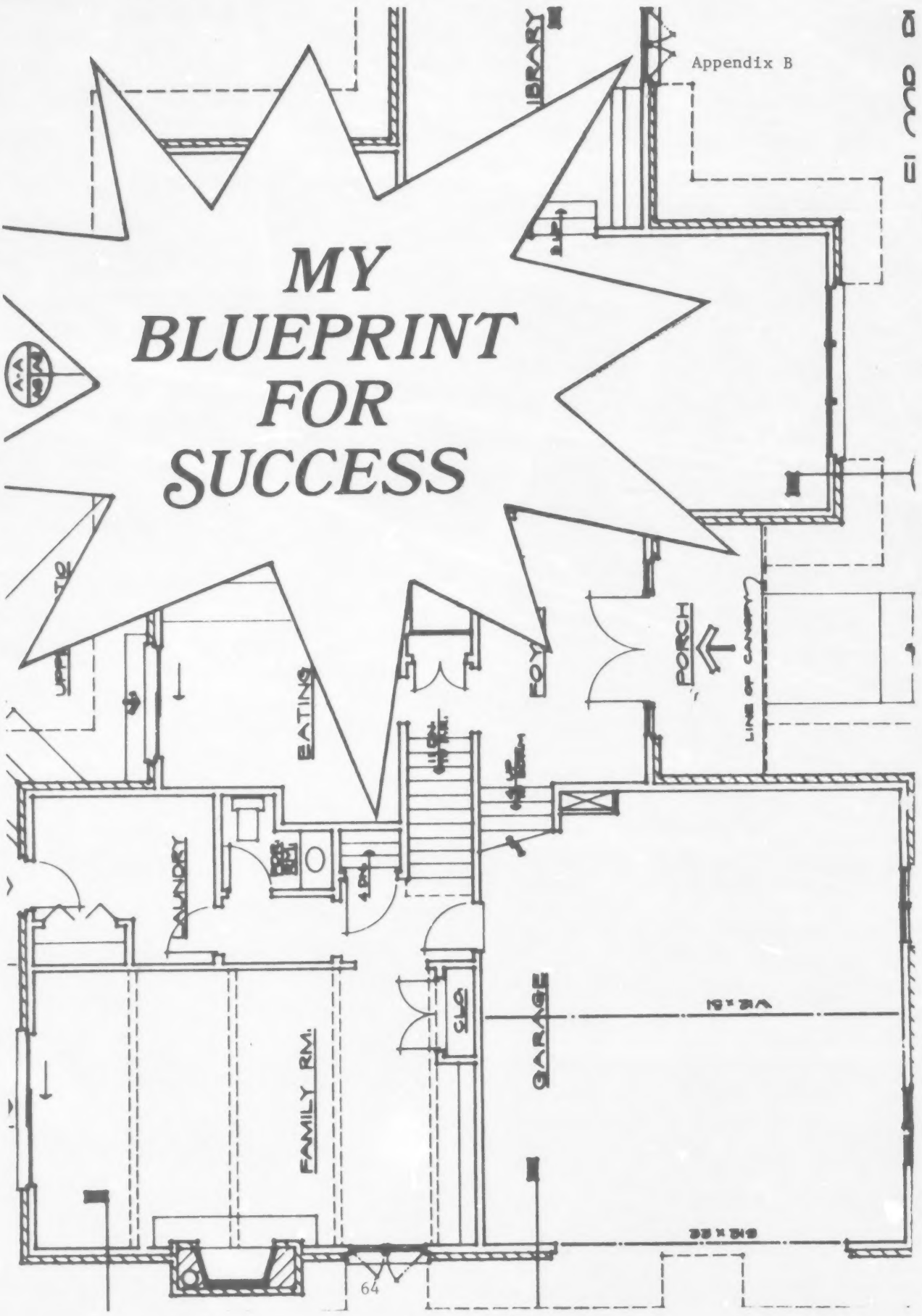
The next section of this notebook is entitled "My Blueprint for Success." You are encouraged to make an entry in this publication after completing each module. In a sense, each entry becomes a personal commitment to improve some aspect of your business operation. Please take a few minutes to make your entry after completing the module. It will be helpful to review your blueprint from time to time.

REFERENCE MATERIAL

It has often been said that "education is a lifelong process." Most successful small business managers agree with this statement. Business conditions change and one needs to keep up to date.

The final section of this notebook features reference material which will provide you with many opportunities to expand your knowledge of small business practices and procedures. To acquire reference material contact your local library or a book store. Most book stores handle special orders. Your teacher-counselor will be most happy to assist you in the search for items which appear on the reference material list.

MY BLUEPRINT FOR SUCCESS



INTRODUCTION

After you complete each instructional module, take a few minutes to reflect on your current business management practices. This will be a good time to consider actions which might strengthen your business operation.

"My Blueprint for Success" is designed to help you examine your management practices in a systematic manner. Upon completion of each module, take a few minutes to supply the information requested. This information can be the basis for both short and long range planning.

You have been provided with only a limited amount of space for each entry. Therefore, you should develop short, concise statements which summarize your thoughts. From time to time it will be helpful to review your entries and re-examine your commitment to change. You are encouraged to share this "blueprint" with your teacher-counselor.

MY BLUEPRINT WORKSHEET

Name of Module_____

The purpose of this worksheet is to help you reflect and think about what you have learned in this module and help you focus on what you may want to do about applying this knowledge. The degree to which you can benefit from this worksheet depends on how candid, creative, and thorough you are in providing the information requested.

1. The most important concepts I received from this module are:

_____

_____

_____

_____

_____

_____

2. As a result of what I learned during completion of this module, I plan to start doing these things:

_____

_____

_____

_____

_____

_____

3. As a result of what I learned during completion of this module, I plan to stop doing these things:

_____

_____

_____

_____

_____

_____

REFERENCES

As you have probably discovered, the operation of a small business is a continuous learning process. Questions arise and problems develop which often require information not available within the firm. The references listed in this section are more detailed than the preferred readings located in each module and may provide you with information necessary to determine and implement your business plans.

The references listed in this section may be found in the business section of most libraries or bookstores. If neither source has the reference inquire about an inter-library loan or ask the bookstore if they will make a special order. In addition, your teacher-counselor can assist you in obtaining any needed reference.

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INSTRUCTIONAL MODULE EVALUATION FORM

Appendix C

Module No. _____ Module Title _____

1. COVER PAGE

   a. Does the module cover page clearly identify the intent of the instructional package? _____ yes _____ no

   b. Is the purpose and competencies written in clear, concise "businessperson" terminology? _____ yes _____ no

   Comments on the Cover Page:

2. AUDIO TAPE

   a. Is the audio tape clear? _____ yes _____ no

   b. Does the audio tape emphasize important principles with respect to business practices? _____ yes _____ no

   c. Does the audio tape increase the person's motivation to complete the printed portion of the module? _____ yes _____ no

   Comments on the Audio Tape:

3. PRINTED MATERIAL

   a. Will the printed material help to achieve the purpose(s) of the module? _____ yes _____ no

   b. Do the illustrations enhance achievement of the purpose(s) of the module? _____ yes _____ no

   c. Is the printed material applicable to retail, wholesale or service-type businesses? _____ yes _____ no

   d. Are technical terms operationally defined? _____ yes _____ no

   e. Is the material "deep" enough and contain sufficient information to be of benefit? _____ yes _____no

   Comments on Printed Materials:

4. LEARNING EXPERIENCES

   a. Do the learning experiences help to achieve the purpose(s) of the module? _____ yes _____ no

   b. Are the directions clearly written? _____ yes _____ no

   c. By listening to the tape and reading the printed material, could a new businessperson complete the experience(s)? _____ yes _____ no

   Comments on Learning Experiences:

5. SUPPLEMENTAL MATERIALS

   a. Will the supplemental materials help to achieve the purpose(s) of the module? _____ yes _____ no

   b. Do the supplemental materials enhance the module? _____ yes _____ no

   Comments on Supplemental Materials:

6. ADDITIONAL COMMENTS/SUGGESTIONS:

Appendix D

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

November 8, 1976

TO: State and Local D.E. Supervisors

FROM: Barry L. Reece BLR
Richard L. Lynch RLL

The VPI&SU Distributive Education Program Area staff is currently working on a U.S.O.E. Grant entitled, "Developing Competency Based Individualized Instructional Modules for Owner-Managers of Small Business Firms." Our first goal is to identify the core-crucial competencies needed by owner-managers of small retail, wholesale, and service businesses. We will then prepare a series of individualized instructional modules designed to develop these competencies.

A minimum of 25 owner-managers of newly formed business firms will be given an opportunity to complete the individualized instructional program at no charge. Each owner-manager will be assigned a teacher-counselor to assist with completion of the instructional modules. Whenever possible, we hope the teacher-counselor can be a local D. E. teacher-coordinator. The 25 enrollees in the program will be evenly divided among three geographical regions of Virginia:

1. Tidewater (Emphasis will be given to firms located in Norfolk.)
2. Richmond
3. Southwestern Virginia (Giles, Pulaski, Floyd, Carroll, Wythe, Montgomery, and Bland Counties)

We need your help in identifying teacher-coordinators who will be willing and able to complete the teacher-counselor training program. Persons who receive this training will then be assigned to work with one newly-formed business firm. We are searching for persons with the following qualifications:

1. Interest in entrepreneurship
2. Concern for the problems faced by owner-managers of newly formed small business firms.
3. Willingness to complete a 10 hour teacher-counselor training program.

Each teacher-coordinator who agrees to become a teacher-counselor will receive a number of personal and professional benefits. They will receive 12 instructional modules which are designed to develop managerial-entrepreneurial competencies. Each module will feature an audio cassette tape, printed instructional materials, SBA reference materials, and a set of instructions which can easily be followed by the learner. These materials will be suitable for use in both the adult and secondary classroom. The teacher-coordinator will also receive ten hours of training. This training, coupled with the experience of working with a small business firm for several months, will prepare the teacher to be more effective in the area of entrepreneurship education. An honorarium in the amount of $100 will be given to each teacher-coordinator who completes the teacher-counselor assignment.

Your assistance in helping us identify selected teacher-coordinators who may be qualified for this assignment will be appreciated.

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

June 1, 1977

Ms. Judith R. Slough
Douglas S. Freeman High School
8701 Three Chopt Road
Richmond, VA 23229

Dear Ms. Slough:

Speaking for the project staff on the federal grant entitled, "Developing Competency-Based Individualized Instructional Modules for Owner-Managers of Small Business Firms," I wish to express to you my appreciation for your willingness to serve as a teacher-counselor to persons who are in the beginning stages of starting their own business.

As I'm sure you know, the involvement of vocational education in providing assistance to newly-established businesses is a top priority of the U. S. Office of Education. We feel fortunate that Virginia, specifically the Distributive Education Program at Virginia Tech, was selected as a location from which to develop experimental efforts to achieve this priority. Your selection as a person to assist in this research effort testifies to your innovativeness, competence, and commitment with respect to the preparation of persons for business ownership.

Ms. Slough, all of us on the staff look forward to working with you during the next few months and will greatly appreciate your fine efforts in helping to achieve the goals of this national project. I'm sure you will find your involvement to be very rewarding and exciting.

Best wishes for continued success in distributive education.

Sincerely,

Richard L. Lynch

Richard L. Lynch, Program Leader
Distributive Education

RLL:ssc

cc: James Horan, Jr.

TEACHER-COUNSELORS IN SUCCESS FOR SMALL BUSINESS PROGRAM

Norfolk Area

Robert Stahlin
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James Agolini
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Tom Speelman
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Barry Buchanan
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Randy Holder
Warrick High School
Newport News, VA 23601

Lawrence Fary
Maury High School
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Richard Behrens
Warwick High School
Newport News, VA 23606

Dee Fertitta
Bethel High School
Hampton, VA 23366

Bernie Glaser
Norfolk School System
Norfolk, VA 23503

Southwest Virginia

Steve Huppert
Auburn High School
Christiansburg, VA 24073

Bob Raymond
Graduate Student, Accounting
VPI&SU
Blacksburg, VA 24061

Leon Pollard
Patrick County High School
Stuart, VA 24171

Debbie Stone
Rural Retreat High School
Rural Retreat, VA 24368

Margaret Baumgardner
Wytheville High School
Wytheville, VA 24382

Jerry Crowder
Wytheville High School
Wytheville, VA 24382

Pat O'Connor
Coordinator of Merchandise Management
New River Community College
Dublin, VA 24084

Jimmy Tickle
Ft. Chiswell High School
Max Meadows, VA 24360

John Grantham
Graduate Student
Vocational Technical Education, VPI&SU
Blacksburg, VA 24061

Richmond Area

James B. Farr
Henrico County School System
Highland Springs, VA 23075

Norman G. Wood
Huguenot High School
Richmond, VA 23230

Bob D. Willis
Thomas Jefferson High School
Richmond, VA 23230

Judith R. Slough
Douglas S. Freeman High School
Richmond, VA 23229

Frank Boyer
Highland Springs High School
Highland Springs, VA 23075

Harold Fitrer
John Marshall High School
Richmond, VA 23227

David Harwood
Henrico High School
Richmond, VA 23227

YOUR ROLE AS A TEACHER COUNSELOR[1]

Your role as a teacher-counselor in the small business management program is very important. To help you better understand this role, the techniques described below are designed to assist you in developing a client-counselor relationship which will be mutually beneficial.

I. Conceptualizing the Client's Concern

A. Engage in active listening by listening to what the client is saying and how it is being said, including verbal and non-verbal expressions.

B. Ask appropriate questions which invite the client to talk and furnish information about his or her situation.

C. Using the techniques above, try to assemble the critical aspects of the client's situation. Do not offer or prescribe solutions. Attempt to help the client solve his or her own problems.

II. Establish Realistic Goals

Once the client's concerns have been clearly understood, both the counselor and client must mutually agree on what to do to resolve the situation. What kinds of goals would result in eliminating or reducing the concern? There may be both immediate and long-range goals established. A critical aspect of any kind of goal is that it must be specific, realistic, and achievable in the client's situation.

III. Design Effective Procedures

Procedures to meet the goals also need to be mutually agreed upon. The procedures should be designed so that the easiest things are done first, followed by more difficult steps. The process looks like a set of stairs; one starts on the first step before going on to the second step, etc. Since the initial steps are likely to be the easiest, and therefore successfully achieved, the client will have increased motivation to continue working toward achieving more difficult goals later on.

[1]Adopted from "Financial Counseling Techniques" by David E. Hutchens, Career Counseling and Student Personnel Department, VPI&SU, Blacksburg, Virginia.

Appendix F

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

April 11, 1977

Mr. C. D. Spangler, President
The First National Bank
Box 399
Narrows, VA 24124

Dear Mr. Spangler:

The Virginia Polytechnic Institute and State University Distributive Education Program Area has developed a self-instruction program to aid small business owner-managers. It is a comprehensive program designed to develop small business management skills.

A minimum of 25 owner-managers will be given an opportunity to complete the program at no charge. Each participant will be assigned a teacher-counselor to assist with completion of the instructional program. The participants will be evenly divided among three geographical regions of Virginia.

1. Tidewater area
2. Richmond area
3. Southwestern Virginia
   (Giles, Pulaski, Floyd, Carroll, Wythe, Montgomery, and Bland counties)

We need your help in identifying owner-managers who will benefit from completion of this instructional program. The brochures accompanying this letter explain our program in greater detail. While the brochure states that enrollment is limited to persons who opened their business between March 1 and June 1, 1977, we will consider persons who have been in business for a longer period of time.

Your assistance in helping us identify selected owner-managers who may be qualified for this program is greatly appreciated. If you have questions, please do not hesitate to contact me at (703) 951-5191.

Sincerely,

Barry L. Reece

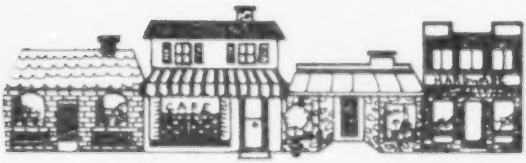
Barry L. Reece
Associate Professor
Distributive Education

BLR:ssc
Enclosure

98

Achieving Success in Small Business

An Educational Program for New Small Business Owner-Managers



Developed By
Distributive Education Program Area
Virginia Polytechnic Institute and State University

In Cooperation With
Virginia Small Business Administration
and
Your Local Distributive Education Program

Achieving Success in Small Business

INTRODUCTION

The Distributive Education Program Area at Virginia Polytechnic Institute and State University has developed a self-instruction program designed to aid small business owner-managers. It is a comprehensive program which focuses on the major problems faced by persons who operate a newly formed business. This educational program will be piloted in Norfolk, Richmond, and Southwest Virginia beginning May 1, 1977.

THE NEED FOR ASSISTANCE

The lure of financial success and the independence of working for oneself motivates approximately 400,000 Americans to form new business enterprises each year. Although entrepreneurship is a part of the American dream, a substantial number of new business owner-managers do not achieve success. Dun and Bradstreet reports that 35% of all businesses fail within three years, 55% within five years, and 80% within ten years. A major objective of the VPI&SU self-instructional program is to help owner-managers of newly created firms survive the crucial first six months of operation.

00

THE INSTRUCTIONAL PROGRAM

The instructional program is designed to allow self-paced study within the privacy of the home or firm. It features 12 self-instruction modules (lessons) which focus on important concepts necessary for successful small business management. Each module features an audio-cassette presentation, reading materials, and selected learning activities. The learning activities are practical exercises which enable owner-managers to apply basic concepts in the operation of their business. A tape recorder will be loaned to persons who participate in the program.

This self-paced instructional program is designed to develop basic management skills. It was developed for the new entrepreneur who does not have small business management experience. The title of each instructional module appears below:

"Success in Small Business: Luck or Pluck?"
"Determining Capital Needs"
"Estimating Your Business Potential"
"Creating an Effective Business Image"
"Planning Your Advertising Investment"
"Developing Ads That Produce Results"
"Improving Profits Through Effective Management"
"Selecting and Training Employees"
"Merchandising: The Key to Greater Profits"
"Business Records: Good Medicine Tastes Bad"
"Assessing the Health of Your Business"
"Protection For You and Your Business"

A trained teacher-counselor will be available to give the owner-manager assistance when needed. A local Distributive Education teacher-coordinator, specially trained to work with small business owner-managers, will maintain regular contact with each participant.

COST TO PARTICIPANTS

Development of this instructional program was made possible by a United States Office of Education grant. Because this funding is available, there will be no cost to participants who enroll in the pilot program.

ENROLLMENT REQUIREMENTS

Enrollment in the pilot program is limited to 25 persons. All applications will be reviewed by the project staff and a representative of the Virginia Small Business Administration. Enrollees will be selected on the basis of the following criteria.

(1) Enrollment is limited to persons who operate a newly formed small retail, wholesale, or service business. Any business that opens after March 1, 1977 or before June 1, 1977 will be eligible.

(2) The newly formed business firm must be located in the Richmond or Norfolk area, or one of the following counties: Giles, Pulaski, Floyd, Carroll, Wythe, Montgomery, or Bland.

NOTE: Special consideration will be given to disadvantaged, handicapped, and minority owners. In addition, preference will be given to persons who do not have experience in management of a small business.

ENROLLMENT PROCEDURE

For more information, or if you wish to obtain an enrollment form, contact:

Dr. Barry L. Reece
Distributive Education Program Area
211 Lane Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA. 24061
Telephone: (703) 951-5191

Appendix H

SMALL BUSINESS ASSISTANCE

The Distributive Education Program Area at Virginia Polytechnic Institute and State University has prepared a self-study program which offers materials and assistance to persons wishing to acquire skills necessary for small business management.

The instructional materials include twelve lessons which focus on practical business skills and are designed to allow participants to proceed at their own pace in the privacy of their home or business. Each lesson is composed of an audio-tape, printed learning experiences and selected aids developed by the Small Business Administration.

Persons owning and operating a new small retail, wholesale or service business in Wythe, Bland, Carroll, Floyd, Pulaski, Giles or Montgomery Counties are currently being selected for the program.

The project is part of a U. S. Office of Education research grant, therefore, there is no cost to participants. Persons interested in learning more about this program should contact:

Dr. Barry Reece
Distributive Education Program Area
211 Lane Hall
VPI&SU
Blacksburg, VA 24061
Telephone: (703) 951-5191

Appendix I

APPLICATION FORM

Virginia Polytechnic Institute and State University

Self-Study Program in Small Business Management

Name_____ Telephone Number_____

Address_____

Zip Code_____

Name of Business_____

Type of Business_____

Who recommended that you apply for this program?_____

_____

Work Experience: List names of employers, dates of employment, and duties performed. (List most recent experience first.)

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

Education: List school, diploma or degree awarded, and area of study.

_____

_____

_____

Return to:

Dr. Barry Reece
Distributive Education Program Area
211 Lane Hall
VPI & SU
Blacksburg, Virginia 24061
Telephone: (703) 951-5191

Appendix J

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

June 1, 1977

Ms. Helen J. Burnette
Burnette's for Music, Ltd.
6001 West Broad Street
Richmond, VA 23228

Dear Ms. Burnette:

I am pleased to report that our staff has approved your application for the "Achieving Success in Small Business" self-instruction program. Congratulations! In the near future Mr. Bob Willis will deliver the materials and provide you with an orientation. Throughout completion of the program Mr. Willis will serve as your teacher-counselor.

The Distributive Education Program Area will loan you a tape recorder for use in conjunction with this program. This item will need to be returned upon completion of the instructional program. You will be allowed to keep all instructional materials including the audio tapes.

Although this instructional program provides for self-paced instruction, we hope you will try to complete at least one module each week. If you are able to progress at this rate, the program will be completed in three months. Upon completion of the "Achieving Success in Small Business" program, you will be awarded a special certificate by the VPI&SU Distributive Education Program Area.

Best wishes for success in completing the self-study program.

Sincerely,

Barry L. Reece
Associate Professor
Distributive Education

BLR:ssc

cc: Mr. Bob Willis
Distributive Education Coordinator
Thomas Jefferson High School

ENROLLEES IN SUCCESS FOR SMALL BUSINESS PROGRAM

Norfolk Area

Gerald M. Sandler
Jeri's Super Subs and Pizzas
216-B Granby Park
Norfolk, VA 23505

Diana S. Wiles
Her Place Inc.
1047 Independence Blvd.
Virginia Beach, VA 23455

Dell W. Burlage
Hang-Ups Fashion Sportswear
323 Kempsville Plaza
Virginia Beach, VA 23462

Delores K. Staub
Staub's Tennis and Ski Shop
1305 N. King Street
Hampton, VA 23369

Anne B. Cooke
C & C Television
12590 Warwick Blvd.
Newport News, VA 23606

Clyde H. Jones, Jr., Manager
Chip's Boutique
420 Granby Street
Norfolk, VA 23510

Walter H. Smith
Memory Lane Records
12592 Warwick Blvd.
Newport News, VA 23606

Clifford L. Goodhope
International Office Machines
and Supply Co.
3003 West Mercury Blvd.
Hampton, VA 23369

Louise J. Brady and
Jean A. Ford
Braeford's, Ltd.
345 Kempsville Plaza Shopping Center
Virginia Beach, VA 23462

Southwest Virginia

Franklin O'Dell
Little Giant Grocery
Pembroke, VA 24134

Cindy Massie
Massie Photography
Rt. 3, Box 202
Blacksburg, VA 24060

Anna W. Hale
Webb's Lawnmower Service
Box 346
Floyd, VA 24091

Jason E. Harris
Triangle Athletics, Inc.
Stuart, VA 24171

W. David Massengill
Massengill Piano Tuning & Repair
Box 393
Rural Retreat, VA 24368

Ronald Burchett
Southern Gentleman, Inc.
Wytheville, VA 24382

Walter B. McKay
The Sports Center
270 W. Main Street
Wytheville, VA 24382

Denver B. McMillan
McMillan Grocery
Pulaski, VA 24301

Carolyn F. Jobe
Carol Lee Fashions
Wytheville, VA 24382

Sandy Poff
The Ms. Shoppe
229 N. Main Street
Blacksburg, VA 24060

Richmond Area

John A. Profitt, Jr.
Human Dignity Center
3500 West Cary Street
Richmond, VA 23221

Russell C. Knapp, Jr.
Executive Printing Co.
14 N. 8th Street
Richmond, VA 23219

Helen Burnette
Burnette's for Music, Ltd.
6001 W. Broad Street
Richmond, VA 23228

Joyce Underhill
Countryside
Castile Road
Richmond, VA 23233

Henderson Hamlor
Southside Electric Appliance
2850 Hull Street
Richmond, VA 23225

Earl Wynn
Blues Alley Restaurant
402 N. 6th Street
Richmond, VA

Richard Davis
Unique Fashions
1725 Shewalt Circle
Richmond, VA 23228

V I T A

Earl B. Russell
346 Pinney Drive
Worthington, Ohio 43085
614-885-4031

SUMMARY

Area of professional specialty: Vocational Education Research

Background and expertise in: Project management; research and development; curriculum design; dissemination, diffusion, and educational change; attitude measurement; and teaching

Highest degree: Ph.D.

PROFESSIONAL EXPERIENCES

Research and Development Specialist, The Center for Vocational Education, Ohio State University, Columbus, Ohio; July 1, 1972 - present

Research and Development

Project Director for "Identification and Analysis of Competency-Based Adult Vocational Education Programs," funded by the U. S. Office of Education. The project includes establishing criteria for selecting competency-based programs, identifying and surveying competency-based programs, and conducting national dissemination activities. Responsible for a variety of R&D activities in the general areas of curriculum and the change process for national, state, and local educational agencies. Project assignments have included scheduling of research activities (PERT networking), instrument development and administration, statistical analysis and interpretation, and report writing. Responsibilities also include the supervision of graduate students and other professional staff on projects and serving as a liaison to project sponsors. Directed the following projects: "Curriculum Development for Women in the Skilled Trades," for the Women's Resource and Policy Development Center; "Occupational Information Needed for Curriculum Design and Revision" and "Product Utilization," including a national needs assessment of curriculum developers and formulation of a long-range dissemination plan. These latter two projects were conducted within the R&D program, Methods for Curriculum Content Derivation, funded by the National Institute of Education.

Graduate Teaching at OSU

AG EDUC 810 -- Principles of Vocational-Technical Education, Autumn 1973, Guest Lecturer

ED VOTEC 605 -- Curriculum Content for Distributive Occupational Subjects, Spring 1974, Guest Lecturer

AG EDUC 770 -- Evaluation, Spring 1977, Regular Instructor

Assistant Professor of Vocational Education, and Research and Dissemination Specialist, Division of Vocational Education, College of Education, University of Georgia, Athens, Georgia; August 1971 - June 1972

Responsible for establishing a statewide information dissemination system for vocational education and advising graduate students and colleagues on research studies. Worked closely with fourteen EPDA doctoral candidates on research methods, design, and statistical analysis for dissertation research. Responsible for planning and conducting a statewide conference on "Enhancing the Role of Vocational Education Administrators as Change Agents." Assisted in teaching a doctoral-level research seminar.

Research Associate, The Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio; June 1969 - August 1971

Responsible for conducting research in the Change Process Program Area designed to speed the rate of adoption of innovations in vocational education. Served as principal investigator on the project "Measurement of the Change Orientation of Vocational Teachers." Another major research area was opinion leadership among vocational teachers and personnel in state divisions of vocational education.

Teacher of Vocational Agriculture, Lincoln-Way High School, New Lenox, Illinois; August 1967 - June 1969

Responsible for teaching courses in agricultural occupations, suburban agriculture, ornamental horticulture, and agribusiness cooperative education. Founded and sponsored the Agricultural Careers Club of America (ACCA) in 1968.

Research Assistant, Department of Vocational-Technical Education, College of Education, University of Illinois, Urbana, Illinois; September 1966 - August 1967

Responsible for research on the curriculum development project, "Education Regarding Credit for Agricultural Production." Focused on secondary school and adult curricula in agricultural education. The major product from this project consisted of a series of curriculum guides and teacher source units.

EDUCATION

B.S. (With High Honors):	University of Tennessee, Knoxville, Tennessee; 1966 Major: Education
M.S.:	Ohio State University, Columbus, Ohio; 1967 Major: Education
Ph.D.:	Ohio State University, Columbus, Ohio, 1971 Major: Education Other areas of emphasis: Research and Evaluation, Teacher Education, and Vocational Education

Statistical Package for the Social Sciences (SPSS) Workshop: Instruction and Research Computer Center, Ohio State University, Columbus, Ohio; 1974

Management by Objectives Institutes (A&B): University of Georgia, Athens, Georgia: 1971 and 1972

Dissemination Workshop, University of Illinois, Chicago, Illinois; 1970

PROFESSIONAL AFFILIATIONS

Current Organizational Memberships

American Association for the Advancement of Science
American Educational Research Association
American Vocational Association
American Vocational Education Research Association
National Council on Measurement in Education
Ohio Chapter for Instructional Technology
Ohio Vocational Association
World Future Society

Russell - 4

Honorary Professional Fraternities

Phi Delta Kappa (Membership Committee, 1974-75;
Nominating Committee, 1976)
Alpha Zeta
Gamma Sigma Delta

SELECTED PUBLICATIONS, PAPERS, AND PRESENTATIONS (in chronological order)

Education Regarding Credit for Agricultural Production, Report No. 2, Survey of Teachers of Agriculture. Urbana, Illinois: University of Illinois. May 1967. (With Lloyd J. Phipps and Gerald R. Fuller)

"A New Organization for High School Students." *The Agricultural Education Magazine.* Vol. 41, No. 9. March 1969

"Proposal for Change in Agricultural Youth Organization at the National Level." New Lenox, Illinois: Lincoln Way High School. (mimeograph) June 1969

A Review and Analysis of Selected Criteria for State Comparisons of the Administration of Vocational-Technical Education. Columbus, Ohio: Ohio State University, The Center for Vocational and Technical Education. September 1969. (With William L. Hull)

"Reactions to a Proposal to Change FFA." *The Agricultural Education Magazine.* Vol. 43, No. 3. September 1970. pp. 68-69

"Environment-Related Research in Agricultural Education, 1969-1970." *The Agricultural Education Magazine.* Vol. 43, No. 9. March 1971. pp. 229-230. (With Gary F. Beasley)

"Changing the Youth Organization in Vocational Agricultural Education." A paper presented at Michigan State University, East Lansing, to agricultural education faculty and graduate students, staff members of the Institute of Agricultural Technology, and representatives of the Michigan State Department of Education on March 19, 1971

Opinion Leadership and Communication Linkages Among Agricultural Educators. Columbus, Ohio: Ohio State University, The Center for Vocational and Technical Education, Research and Development Series No. 52, 1971. (With Lloyd H. Blanton and William L. Hull)

Development of an Instrument to Measure the Change Orientation of Vocational Teachers. Ph.D. dissertation, Columbus, Ohio: Ohio State University, 1971. (See *Dissertation Abstracts International Section A.* Vol. 32, No. 7. January 1972)

Measurement of the Change Orientation of Vocational Teachers. Columbus, Ohio: Ohio State University, The Center for Vocational and Technical Education, Research and Development Series No. 77, 1972.

"Do Our Attitudes Retard Needed Transition?" *The Agricultural Education Magazine.* Vol. 45, No. 5, November 1972, pp. 101, 111

"Teachers in a Strategy of Change?" *The Agricultural Education Magazine.* Vol. 45, No. 5, November 1972, pp. 113, 119. (With Lloyd H. Blanton)

Enhancing the Role of Vocational Education Administrators as Change Agents. Atlanta, Georgia: Georgia State Department of Education, Office of Adult and Vocational Education, 1972. (Senior Editor with M. R. White)

"Strategies for Change in Vocational Education in Georgia." In E. B. Russell and M. R. White (Eds.) *Enhancing the Role of Vocational Education Administrators as Change Agents.* Atlanta, Georgia: Georgia State Department of Education, Office of Adult and Vocational Education, 1972, pp. 47-62, 92-96

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Columbus, Ohio: Ohio State University, The Center for Vocational and Technical Education, Research and Development Series No. 82, 1973. (With William L. Hull and Lloyd H. Blanton)

Vocational-Technical Teacher Opinionnaire on Curricular Approaches. Columbus, Ohio: Ohio State University, The Center for Vocational and Technical Education, 1973 (mimeograph)

"Change Orientation of Teachers: A Tool for Administrative Leaders in Education." A presentation at Ripley, West Virginia, to a state-wide EPDA Directors' Conference sponsored by the West Virginia Department of Education and Marshall University on November 15, 1973

"Identification of Job Competencies for Curriculum Clusters in Construction, Business and Business Management, and Allied Medicine." Consultation with the West Virginia Bureau of Vocational, Technical, and Adult Education, Charleston, July 1974

The Change Orientation Instrument: Description and Uses. Columbus, Ohio: Ohio State University, The Center for Vocational Education, 1975 (mimeograph)

"Task Inventories and Surveys for Vocational Curriculum Development." A presentation to the Annual State In-service Workshop, Ohio Division of Vocational Education, November 7, 1974

"Upgrading Curricula Through Change-Oriented Teachers." *Theory Into Practice.* Vol. 15, No. 1, February 1975, pp. 27-31

"The Role of Teacher Attitudes in Curriculum Improvement." *Business Education World,* Commentary: Career Education, Vol. 55, No. 5, May-June, 1975

"Approaches to Dissemination and Diffusion of Career Education Curricula." A series of presentations to the State Career Education Workshop, Division of Vocational, Technical, and Adult Education, Florida Department of Education, Orlando, May 8, 1975

A Needs Assessment of Employment Demands/Interests for Nashville-Davidson County Metropolitan Public Schools. Columbus, Ohio: Ohio State University, The Center for Vocational Education, May 1975. (With Kenney E. Gray, John M. Stahura, Victor Rios Cruz, and Jose A. Mattei)

"Statewide Diffusion Networks: Their Establishment and Evaluation." A concept paper and participant exercises prepared for the EPDA Institute, USOE Region IV, on "Developing Change-Agent Competencies in Administrators of Vocational Education," Atlanta, June 5, 1975. (With N. L. McCaslin)

"The Change Process Applied to Planning." Consultation with the Bureau of Learning Systems, West Virginia Department of Education, Ripley, West Virginia, September 8-11, 1975. (With William L. Hull and Ralph J. Kester)

"An Instrument to Measure the Change Orientation of Teachers." *Illinois Career Education Journal.* Vol. 33, No. 1, Autumn, 1975, pp. 42-44

"Managing Educational Change." A presentation to the Ohio Chapter for Instructional Technology, National Society for Performance and Instruction, Center for Tomorrow, Ohio State University, Columbus, Ohio, January 20, 1976. (With Barbara J. Arwood)

"Background and Strategies for Identifying Innovative Educators." A presentation to the Vocational-Technical Education Consortium of States (V-TECS) Board of Directors and Technical Coordinators, Orlando, Florida, February 18, 1976

"Establishing and Using State Advisory Councils for Career Education." A presentation and workshop sessions conducted at the National Conference for State Directors of Career Education, sponsored by the Council of Chief State School Officers, Phoenix, Arizona, May 2-4, 1976

"Criterion-Referenced Testing: Toward a Measurable Learning System." A presentation and workshop session for personnel from four campuses of Delaware Technical and Community College, Dover, Delaware, May 27, 1976

"Techniques for Conducting Effective State-Level Supervision." A series of presentations and workshop sessions in the EPDA Inservice Education Program for State Vocational Education Administrators, sponsored by the Research and Curriculum Unit, Mississippi State University, at Biloxi, Mississippi, June 9-10, 1976

Utilization of Military-Developed Curriculum Materials in Civilian Vocational Programs: A School Survey. Columbus, Ohio: Ohio State University, The Center for Vocational Education, June 1976. (USOE Contract No. 300-750-276) (With Earnestine A. Dozier, Paul E. Schroeder, Susan A. Maurer, and Wesley E. Budke)

Activities, Problems, and Needs of Curriculum Developers. A National Survey. Columbus, Ohio: Ohio State University, The Center for Vocational Education, Research and Development Series No. 115, 1976. (With Allen A. Wiant, Keith F. Widaman, and Michael R. White)

"Effective Change Doesn't Just Happen: It's Planned." A series of workshop presentations to state vocational staff, local vocational products implementation, State Division of Vocational Education, Indianapolis, Indiana, September-October, 1976

"Closing the Gap Between Knowledge and Practice." A presentation to the Research Training Presessions at the American Vocational Association Convention, Houston, Texas, November 30, 1976

"Career Education in the Middle School: Where Specialist and Generalist Meet." *American Vocational Journal*, Vol. 51, No. 9, December 1976

"Change Orientation of Educators: A Potential Tool for State-Level Change Advocates." *Journal of Research and Development in Education*, Vol. 10, No. 2, Winter, 1977. (With J. Robert Warmbrod)

Russell - 8

"Attitudes Toward Public Education: Approaches to Effect Change." Theme for the Winter 1977 issue of *Journal of Research and Development in Education*, Vol. 10, No. 2. (Senior Guest Editor with J. Robert Warmbrod)

PERSONAL DATA

Excellent Health

Married

Two children - Ages 5 and 8

OWNER-MANAGER INTERVIEW FORM

EXTERNAL EVALUATION OF

ACHIEVING SUCCESS IN SMALL BUSINESS

AN EDUCATIONAL PROGRAM FOR
NEW SMALL BUSINESS
OWNER-MANAGERS

DEVELOPED BY
DISTRIBUTIVE EDUCATION PROGRAM AREA
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
IN COOPERATION WITH
VIRGINIA SMALL BUSINESS ADMINISTRATION
AND
YOUR LOCAL DISTRIBUTIVE EDUCATION PROGRAM

PURPOSE

The purpose of this program has been to provide owner-managers of newly created business enterprises with an individualized program of study designed to develop managerial-entrepreneurial competencies. The program of study featured a series of 12 instructional modules focusing on the important competencies needed by owner-managers of new business firms. The original intent of the training program was to begin self-paced instruction with the opening of the new business and to extend throughout the first six months, which are of critical importance to the long-range success of the firm.

This external evaluation is being conducted largely to assess the degree to which the 12 instructional modules aided owner-managers in the development of competencies needed for successful operation of small businesses.

INSTRUCTIONS

1. Please keep in mind that the primary purpose of this external evaluation effort is to determine how well the 12 self-paced instructional modules assisted owner-managers of new business firms in acquiring important competencies for operating their businesses.

2. All of your responses will be kept confidential. The interviewer is not a member of the project staff. Neither you nor the teacher-counselor who worked with you will be identified to the project staff.

3. Please be candid. Feel free to give positive or negative responses, where appropriate. Both kinds of responses are needed so that strong parts of the program can be retained and weak parts can be improved.

4. Be sure to ask your interviewer for clarification if you have questions about any part of the interview form.

5. Thank you for your cooperation and assistance!

PART I--USE OF THE MODULES

	Did you use the module?							
	No, for the following reasons:				Yes, to the following degree:			
	I was already experienced in the area	Lack of time	Not interested in module	Not applicable to my business	Listened to the tape only	Listened to tape plus review	Listened to tape plus careful reading	Listened to tape, did reading and all experiences
Success in Small Business: Luck or Pluck?	1	2	3	4	1	2	3	4
Determining Capital Needs	1	2	3	4	1	2	3	4
Estimating Your Business Potential	1	2	3	4	1	2	3	4
Creating An Effective Business Image	1	2	3	4	1	2	3	4
Developing Your Sales Promotion Plan	1	2	3	4	1	2	3	4
Developing Ads That Produce Results	1	2	3	4	1	2	3	4
Improving Profits Through Effective Management	1	2	3	4	1	2	3	4
Improving Employee Selection, Training and Supervision	1	2	3	4	1	2	3	4
Merchandising: The Key To Greater Profits	1	2	3	4	1	2	3	4
Business Records: Good Medicine Tastes Bad	1	2	3	4	1	2	3	4
Assessing The Health Of Your Business	1	2	3	4	1	2	3	4
Protection For You and Your Business	1	2	3	4	1	2	3	4

PART II--COMPETENCIES

At this time, how confident are you of your ability to apply this competency to the operation of your business?

COMPETENCIES	Not at all confident	Slightly confident	Moderately confident	Highly confident	Not applicable to my business
1. Evaluate your chances of success based upon your personality and knowledge of good business.	1	2	3	4	5
2. Determine your commitment to small business success.	1	2	3	4	5
3. Identify factors which must be considered when you begin the search for additional funds.					
4. Identify the sources of additional funds.	1	2	3	4	5
5. Identify potential customers who are most likely to purchase your goods and services.	1	2	3	4	5
6. Estimate the volume of goods and services you can expect to sell.	1	2	3	4	5
7. Identify the key factors which contribute to formation of a business image.	1	2	3	4	5
8. Assess your current image and determine if it communicates the appropriate impression to the public.	1	2	3	4	5
9. Describe the role of advertising, display, and personal selling in a sales promotion plan.	1	2	3	4	5
10. Develop an effective sales promotion plan which incorporates advertising, display, and personal selling.	1	2	3	4	5
11. Identify three guidelines which should be considered when you invest money in advertising.	1	2	3	4	5
12. Identify the five basic elements of a printed advertisement.	1	2	3	4	5
13. Identify four guidelines which should be considered in the development of radio and television commercials.	1	2	3	4	5

PART II--COMPETENCIES (CONT.)

COMPETENCIES	At this time, how confident are you of your ability to apply this competency to the operation of your business? Not at all confident	Slightly confident	Moderately confident	Highly confident	Not applicable to my business
14. Apply planning and organizing skills in the operation of your business.	1	2	3	4	5
15. Implement effective time management practices.	1	2	3	4	5
16. Describe the three-step approach to selecting effective employees.	1	2	3	4	5
17. Describe two of the most important characteristics possessed by successful supervisors.	1	2	3	4	5
18. Identify the elements of a balanced merchandise plan.	1	2	3	4	5
19. Implement a workable plan designed to meet the needs of your business.	1	2	3	4	5
20. Identify the records required for business operations.	1	2	3	4	5
21. Describe the important uses of business records.	1	2	3	4	5
22. Assess the financial condition of your business.	1	2	3	4	5
23. Determine when to seek professional advice from an attorney or insurance agent.	1	2	3	4	5
24. Identify insurance coverage essential to the operation of a small business.	1	2	3	4	5

PART III--SUMMARY EVALUATION

1. Preferred Learning Approach

Recalling the original intent of the program to assist owner-managers of new business firms, and also, based on your experiences with the 12 modules and the teacher-counselor who worked with you on those modules, please rank the learning approaches in the order you would recommend for the program in the future?

(1 = most preferred; 4 = least preferred)

_____ Self-study only

_____ Self-study with teacher-counselor participation as before

_____ Teacher-counselor assistance without self-study

_____ Group instruction (classes, workshops, seminars, etc.)

2. Most Appropriate Group for Program

Which of the following types of owner-managers do you think would benefit most from training in the 12 modules?

_____ "Would-be" owner-managers who have not started a business

_____ Owner-managers in the first 6 months of operation

_____ Owner-managers in operation for 7-18 months

_____ Owner-managers in operation for 19-36 months

_____ None of them would benefit much; their time would be better spent on other activities.

PART III--SUMMARY EVALUATION (CONT.)

3. Number of Teacher-Counselor Visits

As best you can recall, how many visits did you receive from the teacher-counselor as part of this program?

Number:_____

4. Helpfulness of Teacher-Counselor Visits

5. "Depth" of Modules

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Please respond to this statement: The teacher-counselor was helpful to me in working with the self-paced instructional modules.	1	2	3	4	5
Please respond to this statement: The "depth of treatment" or level of difficulty of the instructional modules was about right for their intended purpose.	1	2	3	4	5

MODULE EVALUATION FORM

Module Title: _____

	Yes	Somewhat	No
1. Were the concepts and ideas presented in this module useful to you in your business? COMMENT:			
2. Has this module increased your knowledge of effective business practices? COMMENT:			
3. Did you utilize any of the concepts and ideas presented in this module? COMMENT:			
4. Would you recommend this module to a new owner-manager of a small business who has no business experience? COMMENT:			

TEACHER-COUNSELOR MODULE EVALUATION FORM

Module Title_____ Teacher-Counselor Name_____

MODULE FEATURES	STRENGTHS	WEAKNESSES	RECOMMENDATIONS FOR REVISION
COVER PAGE Clarity of purpose and terminology			
AUDIO TAPE Audio clarity Relevancy of concepts Role as motivational tool			
PRINTED MATERIAL Use of illustrations Depth of materials Definition of terms Applicability to business (retail-wholesale-service)			
LEARNING EXPERIENCES Attainment of module purpose Clarity of directions Appropriateness for new business persons			
SUPPLEMENTAL MATERIALS Value to modules Aid in achieving module purposes			